



K-5

Social Studies/Civics Suggested Scope and Sequence

BASED ON THE WISCONSIN STANDARDS FOR SOCIAL STUDIES (2018)

K-5

Social Studies/Civics

Suggested Scope and Sequence

Developed by

Kris McDaniel
Social Studies Consultant



Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent
Madison, Wisconsin

This report is available from:

Teaching and Learning Team
Kris McDaniel, Social Studies Consultant
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703
(608) 266-2207
dpi.wi.gov/social-studies/civics

October 2023

Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Table of Contents

Foreword	1
Acknowledgments	2
The Wisconsin Civics Project.....	3
Introduction	5
Civics Education Pedagogy and Practices	9
The K-5 Social Studies/Civics Suggested Scope and Sequence	12
Kindergarten	12
First Grade	27
Second Grade.....	44
Third Grade.....	65
Fourth Grade.....	99
Fifth Grade.....	151
References.....	212

Foreword

Dear Wisconsin Educators,

I am incredibly proud to present to you the Wisconsin Social Studies/Civics Suggested Scope and Sequence. As a former civics teacher, this subject is near and dear to my heart, and as a resident of this state, I am excited that our future residents, voters, and leaders will be so well-prepared thanks to the civics learning this scope and sequence will provide.

As public education is a constitutional right, it is my firm belief that public education is rooted in representative democracy. It also forms the roots for our democracy to grow and be healthy. Which means, in turn, that our public education system must be strong to provide a solid foundation for a healthy democratic republic to grow from and build upon.

Schools can be – and must be – this foundation. I want all Wisconsin students to grow up to be active participants in the civic life of our state and our nation. To be future active participants in democracy, they need that strong foundation. They need to know how to examine our past. They need to know how to think critically about our present. They need to make informed decisions about their future, which is, of course, our collective future. They need robust civics learning.

Maybe our 2023 Wisconsin Teacher of the Year Sarah Kopplin said it best in her speech at the 2022 State of Education Ceremony:

“Civic learning for our kids is not just about the ability to discern fact from opinion, or to learn content about the founding fathers and our constitution, or know where to vote. Civic learning is also about examining multiple perspectives on historical and contemporary issues. It is about taking responsibility for words and actions. It is about respecting individual worth and human dignity. It’s about children seeing themselves as important members of their community. It is also every child learning that they have a voice, and about getting opportunities to use that voice to shape their future. If we mean to preserve a government that is of, by, and for the people, we must allow our children to experience this type of learning so that they are able to preserve those tenants.”

Public education is about creating a future for all of us in this ever-changing world. Thank goodness we have our public schools where we teach students how to make sense of that change, how to harness it, and how to use these lessons to make their lives – and our state, nation, and world – a better place. We must prepare them well. We must prepare them with civic learning, because that is how we ensure the strength of our democracy and our collective future.

Jill K. Underly, PhD
State Superintendent of Public Instruction
Wisconsin Department of Public Instruction

Acknowledgments

The Wisconsin Department of Public Instruction (DPI) wishes to acknowledge the ongoing work, commitment, and various contributions of individuals to write this suggested scope and sequence for social studies and civics. A special thanks to the Scope and Sequence Writing Team for taking on this important project that will shape the classrooms of today and tomorrow. Thanks to the many staff members across the division and other teams at DPI who have contributed their time and talent to this project, and to the Region 10 Comprehensive Center based at the University of Wisconsin-Madison. Thank you to Abby Pfisterer and Kurt Griesemer, the education team at the Wisconsin Historical Society, for all their support and assistance on this project. Special thanks to Khari Bell (Kenosha Unified School District), Chandra Johnson (Howard-Suamico School District), Fannie Y Camacho (Madison Metropolitan School District), and Abie Vang (Green Bay Area Public Schools) for their assistance and curation. Finally, thanks to the Wisconsin educators, businesspeople, parents, and community members who provided comments and feedback on drafts of this work.

Wisconsin K-5 Scope & Sequence Writing Team

DPI Liaison: Kris McDaniel, Social Studies Consultant, DPI

Civics Project Manager: David Olson

Educator Facilitator: Dr. Dean Vesperman, UW-River Falls

Region 10 Comprehensive Center: Molly Carroll

Erick Blasing, School District of Baraboo

Jodi Mallak, Wittenberg-Birnamwood School District

Alyssa Mussa, Milwaukee Public Schools

Kevin Podeweltz, D.C. Everest Area School District

Tanya Schmidt, Oshkosh Area School District

Kate Van Haren, School District of Pittsville

Department of Public Instruction -- Instructional Leadership

- John W. Johnson, PhD, Deputy State Superintendent
- Duy Nguyen, Assistant State Superintendent
- Laura Roeker, Director, Teaching and Learning Team

The Wisconsin Civics Project

The Vision

State Superintendent of Public Instruction Dr. Jill Underly announced her intention to focus on civics education as a priority early in her administration in the summer of 2021. Her goals for the Wisconsin Civics Project are:

(1) all students learn to become engaged citizens, critical consumers of information, actively involved in the civil discourse of their communities, state, nation, and world, understand and actively participate in the processes of government (including voting), and are empowered to see themselves as essential members of their communities with opportunities to actively participate in civic learning and problem solving.

(2) all schools and educators are equipped with the resources and support they need to foster excellence in civic literacy and civic engagement, and

(3) all partners and stakeholders are empowered to support the civic mission of schools and collaborate to support civic literacy and provide civic engagement opportunities to students of all ages.

With a vision of fostering excellence in civic literacy and civic engagement for all learners, DPI convened a group of educators from across the state to build a K-12 civics and social studies suggested scope and sequence aligned to our *Wisconsin Standards for Social Studies*, the *Six Proven Practices of Civics Education* from the Center for Civics Education, and the *Roadmap* from Educating for American Democracy (EAD), a project of the Department of Education, the National Endowment for the Humanities, and iCivics. This non-partisan project is a culmination of over two years of collaboration between DPI, teachers, administrators, CESAs, and multiple state and community organizations. It incorporates multiple viewpoints and place-based learning and is intended to guide educators in effectively teaching civics and social studies.

The goal of this teaching and learning resource is to support excellence in civic literacy and civic engagement so all students can learn to become both engaged citizens and critical consumers of information. Through multiple grade level units of study, the scope and sequence promotes active involvement among students in the civil discourse of their communities, state, nation, and the world, and supports them in understanding and participating in the processes of government, including voting. It is intended to help students see themselves as essential members of their communities and provide opportunities to actively participate in civic learning and problem solving. In addition, it includes units on understanding tribal nations' government and sovereignty, a key standard in Wisconsin Act 31.

At the time of this publication, the project includes a K-5 suggested scope and sequence, a 6-8 suggested scope and sequence, and a high school suggested semester- and year-

long course in government or civics. Moving forward, the Wisconsin Civics Project will be undertaking other things, such as assistance in implementing the K-5 and 6-8 scope and sequence and the high school course, supporting the statewide network of Civics Fellows, and offering quality professional learning for our state educators.

It is important to note that DPI considers the Wisconsin Civics Project and this publication a work in progress; there may be future iterations of the work, and there will be additional resources aligned to the work.

Introduction to Social Studies and Civics in K-5 Grades

In Wisconsin, public school districts are required to have a written, sequential K-12 social studies curriculum plan, based on standards (state or of their own choice). The curriculum plan should include course and unit objectives, content, resources, an allocation of instructional time, and a program evaluation method. This plan must be reviewed at least once every five years [Wis. stat. sec.121.02(1)(k)].

Elementary [Wis. Stat. sec. 121.02(1)(L)1] and Grades 5-8 [Wis. Stat. sec. 121.02(1)(L)2] require "regular" instruction in social studies. "Regular" is defined as instruction each week for the entire school term in sufficient frequency and length to meet district curricular requirements. In addition, the Wisconsin American Indian Studies requirement, often referred to as "Act 31," requires instruction in the history, culture, and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades [Wisc. Stat. sec.121.02(1)(L)4].

Flexible Options

Local districts in Wisconsin continue to have the flexibility to determine the sequence and content of their social studies programs. Each school district determines the level at which content will be taught and the materials to be used in the district. If teachers are to understand the performance standards and the spiraling nature of the content and concepts, they must be involved actively and directly in the process of selecting content and materials, keeping in mind that it is important for all students to understand and apply the knowledge and skills from all strands of [the standards], regardless of the course focus or core content selected by teachers, departments, and districts.

*–Planning Curriculum in Social Studies
Wisconsin Department of Public Instruction (DPI), 2001*

In Wisconsin, districts have the local control to determine standards, curriculum, and instructional materials. However, there is a steady, marked, and researched decrease in social studies time allotted at the K-5, and increasingly the K-8, level. This is not unique to Wisconsin; it is occurring nationwide.

At the same time, we have seen an increase in the number of teachers licensed as generalist for K-8, and a decrease in the number of K-8 generalists who have a minor in any content area. There is also an increase in the hiring of K-8 generalists at the middle school level. What this means is that there is an increase in licensed educators who have little experience with social studies content – or more importantly, social studies pedagogical content knowledge – because they received no training or support in it.

This, along with the decrease in social studies time K-8, has impacted students' understanding of social studies content, skills, and dispositions.

Districts do have flexible options to choose standards, build their curriculum, and decide which resources to use in their classrooms. However, the increase in requests for guidance from DPI over the last decade has led to documents such as this one. DPI has worked with our Wisconsin educators and the Wisconsin Historical Society to build this K-5 and 6-8 Suggested Scope & Sequence for districts to take into consideration. This is meant to be a scaffold for building quality social studies and civics teaching and learning. Districts are encouraged to add what is needed for their local area and students.

Reading the Scope & Sequence

The Wisconsin Social Studies/Civics K-5 Suggested Scope & Sequence is divided by grade. Each grade has a theme, with K-2 having a common theme of “place” and 3-5 having a common theme of “Wisconsin and U.S. Studies”. Each grade has 4-10 topics, which could align to local units. This formatting was adapted from the 2018 History and Social Science Framework by the Massachusetts Department of Elementary and Secondary Education.

Each topic is further divided into planning ideas tied to specific grade-level indicators from the Wisconsin Standards for Social Studies (2018). These planning ideas include:

- Potential Essential Questions, tied to the standards
- Focusing Questions for the topic
- Driving (DQ) and Guiding (GQ) Questions from the Educating for American Democracy Roadmap
- Specific Social Studies Indicators met with this topic
- Important Terms and Points to Consider
- Supporting Resources to Consider, including lesson plans from trusted resources, and suggested additional texts such as primary sources and trade books

The essential, focusing, driving, and guiding questions are meant to help guide instruction and determine quality resources and lessons for use in the classroom.

Considerations:

- There are no required lessons, lesson plans, or resources. Curriculum decisions are 100% made at the district/local level.
- The inquiry strand from the Wisconsin Standards for Social Studies are not listed in the “Specific Social Studies Indicators” row. Inquiry involves questioning, researching, analyzing, communicating conclusions, and civic engagement, which is reflected in specific pedagogical choices, not content. Many resources the writing team curated are based in the inquiry cycle and align to our inquiry indicators.
- In addition, Standard 4 for Political Science in the Wisconsin Standards for Social Studies reflect civic engagement skills and outcomes that are similarly reflected in pedagogical choices, not content. The resources selected for the civics lens align to these indicators.
- Any time you are teaching history (especially with the Wisconsin/US Studies focus in grades 3-5), you should consider the history standards as a guideline, rather than the rote memorization of dates, names, and battlefields.

Wisconsin Social Studies K-5 Suggested Scope & Sequence At-A-Glance

GRADES K-2 COMMON THEME: PLACE

Kindergarten: My Place in the World (Self and Identity)

1. Self & Identity: *Who am I? What makes me, me?*
2. Decision Making: *What do I need to survive?*
3. My Place: *Where is this place I am?*
4. Working and Playing with Others: *How do I work and play with others?*
5. Self & Identity: *How do I see the world?*

Grade 1: My Understanding of the World (Perspective and Cultures)

1. Culture: *How are people and groups alike and different?*
2. Place: *How do I see my world?*
3. Money & Jobs: *How do people meet their needs and wants?*
4. Rules: *How do people get along?*

Grade 2: Our Place in the World (Community)

1. Self, Identity, and Culture: *How am I like other people? How am I different from other people?*
2. Places in the World: *What are other places like?*
3. Markets: *How do we get goods and services?*
4. Rights and Responsibilities: *What rights do people have?*

GRADES 3-5 COMMON THEME: WISCONSIN & U.S. STUDIES

Grade 3: Wisconsin & U.S. Studies to the French and Indian War

1. Wisconsin and US Geography: Regions
2. First People and First Nations
3. Meeting of Peoples and Cultures
4. Colonization
5. Fur Trade
6. Tension Between England and France

Grade 4: Wisconsin & U.S. Studies from the French and Indian War through Wisconsin Statehood

1. Wisconsin and US Geography: Regions
2. French and Indian War
3. American Revolution & Formation of the United States
4. Early National Period
5. Treaty Era
6. Mining, Logging, and Slavery
7. Wisconsin Territory to Seneca Falls Convention

Grade 5: Wisconsin & U.S. Studies from Wisconsin Statehood through the Indian Citizenship Act of 1924

1. Wisconsin and US Geography: Regions
2. Early Statehood
3. Civil War and Reconstruction
4. Immigration and Migration
5. Industrialization, Agriculture, Urbanization, and Labor
6. The Progressive Era
7. American Imperialism and World War I
8. Prohibition and Women's Suffrage
9. Indian Citizenship Act

Civics Education Pedagogy and Practices

Within the field of civics education, scholars have identified elements of high-quality civics education pedagogy. In Wisconsin, we strive to integrate these best practices into civics education, drawing on this past work. This document articulates six practices for civics education, aligned with the *Educating for American Democracy Framework*, work on the *Six Proven Practices for Civics Education* from the Civic Mission of Schools, and the *Wisconsin Standards for Social Studies*. In addition, it provides reference to high quality resources to support these classroom practices.

Element	Description	Alignment	Resources
1. Classroom as a community of learners	In order to live together in a pluralistic society, we must be able to develop community together. Additionally, cultivating respect and rapport in the classroom is a prerequisite for creating an environment of mutual trust where students can take emotional and intellectual risks. This is especially critical for the civic health of our classrooms and communities; we must develop a classroom community where students appreciate the value of hearing different perspectives and identities, engage in group work and collaboration with all their classmates, and develop respect for the diverse experiences and ideas of their peers.	EAD Pedagogy Companion #1, #3, #6	Danielson Framework
2. Deliberation of contested issues	Deliberation refers to the process of giving multiple perspectives a fair hearing to come to a reasoned conclusion on a contested issue. This could be a historical issue, or a current one. Deliberation engages students by allowing them to explore ideas together, which requires scaffolding of skills for discussion and civil discourse. Ideally students will have opportunities to articulate their genuine ideas and opinions in the deliberation rather than simply representing an assigned position.	Civics Proven Practices #2, EAD Pedagogy Companion #5	Deliberating in a Democracy StreetLaw deliberations C-SPAN deliberations

Element	Description	Alignment	Resources
3. Information literacy	In order to form well-reasoned opinions on important issues, gather information needed to vote, or participate in democratic decision making, students need to develop and practice information literacy skills. These skills are critical for learning through inquiry and give students the capacity to be effective lifelong learners.	Civics Proven Practices 2017 update WI Standards for Social Studies: Inquiry #2	SHEG Civic online reasoning and Thinking Like A Historian Sourcing News Literacy Project AllSides Ad Fontes
4. Simulations of authentic civic roles	Simulation gives students an opportunity to learn about civic roles and structures experientially, and then reflect on their learning. Simulation can be an “engagement first” strategy, as the culmination of other learning experiences, or as the framework for a whole unit or course.	Civics Proven Practices #6	iCivics Legislative Semester We the People
5. Civic Engagement	Schools are a critical site for students to learn and practice the skills and dispositions that lead to lifelong civic engagement. Incorporating authentic opportunities for students to practice civic engagement skills makes their learning authentic and enhances relevance. Opportunities for students to identify and address needs or challenges in the classroom, school, or community offer learning opportunities of the skills of civic engagement and empower students to see their role in creating the world they want to live in.	WI Standards for Social Studies: Inquiry #5 EAD Pedagogy Companion #5 Civics Proven Practices #3,4,5	Generation Citizen Project Citizen Bill of Rights Institute - Student Hub We the People Deliberating in a Democracy
6. Inquiry as the Primary Mode of Learning	An inquiry approach to teaching engages students in higher order thinking and problem solving by framing learning through open questions and exploration. It allows students to bring their authentic ideas and lived experiences into the classroom as valuable sources of knowledge as they explore complex ideas. Within civics, an inquiry approach honors the reality that most issues in our society	EAD Pedagogy Companion, #2 #4 WI Standards for Social Studies: Inquiry #1-4	Right Question Institute C3 Teachers Hub

Element	Description	Alignment	Resources
	<p>do not have one right or easy answer, and that the aim of civics education is to work together to explore answers to the question “How do we want to live together?” This approach allows for the integration of primary source documents from a variety of diverse perspectives and identities.</p>		

The K-5 Social Studies/Civics Suggested Scope and Sequence

Kindergarten

My Place in the World (Self and Identity)

In Kindergarten, students will learn what helps to form their identity, the difference between wants and needs, basic map skills and spatial thinking, rules and rulemaking, and point of view.

Topics:

1. Self & Identity: *Who am I? What makes me, me?*
2. Decision Making: *What do I need to survive?*
3. My Place: *Where is this place I am?*
4. Working and Playing with Others: *How do I work and play with others?*
5. Self & Identity: *How do I see the world?*

Topic 1: Self & Identity: *Who am I? What makes me, me?*

Potential Essential Questions

- How do external factors influence our identity and behavior? (BH)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- What influences perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)

Focusing Questions for Topic

Who am I? What makes me, me?

- What factors influence identity? (BH)
- What things can influence behavior? (BH)
- How am I different from how I was last year (or last week, or my last birthday, etc)? (Hist)
- How am I the same from how I was last year (or last week, or my last birthday, etc)? (Hist)
- How is my family different from how it was last year (or last week, or my last birthday, etc)? (Hist)
- How is my family the same from how it was last year (or last week, or my last birthday, etc)? (Hist)
- What is something that happened in the past that affects me now? (Hist)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.1B:

How do people describe who they are? How do I describe who I am?

HDQ1.1C:

How have people made our community better?

HSGQ1.1A:

What are stories of when/how people have changed the community for the better?

CDQ1.1A:

What does it mean to be a part of a group?

CSGQ1.1A:

What groups am I a part of? How do I know I am a part of a group?

CSGQ1.1B:

What are my responsibilities to my group? What are others' responsibilities to me?

CDQ1.1B:

When/how do we speak up about something?

CSGQ1.1D:

Who has the power to make changes in my community?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH2.a.K-1: Describe how groups of people are alike and different.

History (Hist):

- SS.Hist2.a.e: Identify patterns of what stayed the same to self, family, and community over time.
- SS.Hist2.b.e: Identify patterns of change to self, family, and community over time.
- SS.Hist3.a: Describe a person or event from the past that reflects your own life in some way.
- SS.Hist3.c.e: Explain how something from the past can affect your life now.

Political Science (PS):

- S.PS2.b.2: Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community

Important Terms and Points to Consider

- Identity
- Behavior
- Past vs. Present

Supporting Resources to Consider

Lesson plans:

[Identity Kindergarten Inquiry Lesson](#) from C3 Teachers

[Kiddynomics: Wants and Needs Lesson](#) from the Federal Reserve Bank of St. Louis

[Introduction to Inquiry Mysteries K-1](#) from iCivics

Suggested additional texts:

[You are Friendly](#) by Todd Snow

[I Belong](#) by Cheri Meiners

[You are Unique](#) from Sesame Street

Topic 2: Decision Making: What do I need to survive?

Potential Essential Questions

- What impacts a person's way of life or standard of living? (Econ)
- How do economics, politics, culture, and behavior influence perspective and interpretation of history? (Hist)

Focusing Questions for Topic

What do I need to survive?

- What is a want? (Econ)
- What is a need? (Econ)
- What is a resource? (Econ)
- What resources are important to me? (Econ)
- What resources are important to my family? (Econ)
- What resources does our community need? (Econ)
- What is something outside of my family that affects me? (Hist)
- What is something that affects my family? (Hist)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.1A

How have I helped my class or family?

HDQ1.1B

How do people describe who they are? How do I describe who I am?

HDQ1.1C

How have people made our community better?

HSGQ1.1D

What makes a community fair?

HSGQ1.1E

How have individuals in stories contributed to making a fair community?

CDQ1.1A

What does it mean to be a part of a group?

CSGQ1.1A

What groups am I a part of? How do I know I am a part of a group?

CSGQ1.1B

What are my responsibilities to my group? What are others' responsibilities to me?

CDQ1.1B

When/how do we speak up about something?

CSGQ1.1D

Who has the power to make changes in my community?

CDQ2.1B

How and why do people live together?

CSGQ2.1A

What constitutes a family?

Social Studies Standards & Indicators

Economics (Econ):

- SS.Econ1.a.1 Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country.

History (Hist):

- SS.Hist2.c.e Explain how something happening outside of your home can affect your family.

Political Science (PS):

- SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community.
- Classify basic rights that all humans have (i.e., life, liberty, safety).
- SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality.
- Develop an opinion about an issue in your school or community.
- SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher).
- Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).
- SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.
- SS.PS4.a.e Compare and contrast perspectives on the same topic.
- SS.PS4.b.2 Give an example of compromise.

Important Terms and Points to Consider

- Wants vs. Needs
- Resource
- Family

Supporting Resources to Consider

Lesson plans:

[Children in Action](#) by KidCitizen

[Capture the Flag](#) by KidCitizen

Suggested additional texts:

[Speak UP](#) by Miranda Paul

All Through the Night: Important Jobs That Get Done at Night by Polly Faber

Topic 3: My Place: Where is this place I am?

Potential Essential Questions

- How does where we live influence how we live, and why does it matter? (Geog)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- What knowledge and skills are needed to participate effectively in our political system? (PS)

Focusing Questions for Topic

Where is this place I am?

- Where do I live and what does it look like? (Geog)
- What does my community look like? (Geog)
- Why do we have schools? (PS)
- What does a map look like? (Geog)
- Can I draw a map of my room, my house, or my classroom? (Primary source and mapping/spatial analysis) (Hist) (Geog)
- Why do people live where it is cold in the winter? (Geog)
- Why do people live in cities or on farms? (Geog)

EAD Driving (DQ) and Guiding (GQ) Questions

CDQ1.1A

What does it mean to be a part of a group?

CSGQ1.1A

What groups am I a part of? How do I know I am a part of a group?

CSGQ1.1B

What are my responsibilities to my group? What are others' responsibilities to me?

CDQ1.1B

When/how do we speak up about something?

CSGQ1.1D

Who has the power to make changes in my community?

HDQ2.1A

What is a community?

HSGQ2.1A

What are different types of communities?

HSGQ2.1B

What are the smallest and the biggest communities that we belong to?

HDQ2.1C

How do communities name and talk about places?

HSGQ2.1D

What makes places (e.g., human and physical geography) different?

HSGQ2.1E

How do I know I belong to a community?

CSGQ2.1C

What are some important landmarks in my community and what do they represent?

CSGQ2.1D

Why do communities mark important places? Why might people disagree about the importance of these places?

CDQ2.1B

How and why do people live together?

CSGQ2.1B

What are the reasons that people choose to live somewhere, or choose to move to or away from a place or kind of place?

CDQ2.1D

How am I a part of a community?

CDQ3.1A

How do people become a community?

CDQ3.1B

Why do we have rules?

CSGQ3.1D

What makes a rule work well?

CSGQ3.1F

Why would we have to change our classroom rules?

CDQ4.1A

How do we decide to become a community?

Social Studies Standards & Indicators

Economics (Econ):

- SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.
- SS.Econ4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.

Geography (Geog):

- SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.

History (Hist):

- SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.

Political Science (PS):

- SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher).
- SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).

Important Terms and Points to Consider

- Map
- Mental Map (drawing from memory)
- City/Urban
- Farm/Rural

Supporting Resources to Consider

Lesson Plans:

[Capture the Flag](#) by Kid Citizen

[Unit: How do we Celebrate our Shared Traditions?](#) from iCivics

[Where is the History in a Name?](#)

[What Shared Traditions Make Your Family Special?](#)

[Why Do We Have a Day Off From School?](#)

[How Does a Tradition Become a Holiday?](#)

[Betty Bunny Wants Everything](#) from Kiddynamics

Suggested additional texts:

[When we are Kind](#) by Monique Gray Smith

An ABC of Democracy by Nancy Shapiro

Topic 4: Working and Playing with Others: How do I work and play with others?

Potential Essential Questions

- How do external factors influence our identity and behavior? (BH)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- How do governments develop and evolve over time? (PS)

Focusing Questions for Topic

How do I work and play with others?

- Why do I need rules at home? (PS)
- Why are there rules at school? (PS)
- What are two (sic) very important rules at school? (PS)
- What are some rules/laws in my community? (examples such as stop signs, crosswalks, etc) (PS)
- Why do some people think differently than I do? (BH) (PS)
- What are good ways to get along with other people? (BH)
- How do I make new friends? (BH)
- What is an example of a cause of a disagreement with a friend? (Hist)
- What is an example of an effect of a disagreement with a friend? (Hist)
- Why do my friend and I talk about the same thing in a different way? (Hist)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.1A

How have I helped my class or family?

HDQ1.1C

How have people made our community better?

CDQ1.1A

What does it mean to be a part of a group?

CSGQ1.1A

What groups am I a part of? How do I know I am a part of a group?

CDQ1.1B

When/how do we speak up about something?

CSGQ1.1C

If I disagree with a decision, how do I help change it?

CSGQ1.1D

Who has the power to make changes in my community?

CSGQ1.1E

Why is it important to speak up when you are trying to make something better?

CDQ2.1B

How and why do people live together?

CDQ3.1B

Why do we have rules?

CSGQ3.1A

What are our classroom rules?

CSGQ3.1B

What are the characteristics of a good rule?

CSGQ3.1C

What makes a rule fair?

CSGQ3.1D

What makes a rule work well?

CSGQ3.1E

How do we make decisions about our classroom rules?

CSGQ3.1F

Why would we have to change our classroom rules?

CSGQ3.1G

What are our responsibilities and obligations to each other in our classroom community?

CDQ3.1C

How does a community decide on its rules? Who gets to make rules?

CDQ3.1D

What makes a "good" rule?

HSGQ4.1A

Why would some people think that some rules are unfair?

CDQ4.1A

How do we decide to become a community?

CSGQ4.1A

What prevents people from getting along with one another?

CSGQ4.1B

How can people work together even if they disagree with one another?

CSGQ4.1C

How do you solve conflicts with others?

CSGQ4.1D

When do we decide to leave groups because of conflicts?

CDQ5.1A

How do we react to changes to our community?

CDQ5.1B

Why do people sometimes want to change the rules?

CDQ5.1C

Should we change our classroom rules? Why? How?

CSGQ5.1A

Should we change one of our classroom rules?

CSGQ5.1B

If so, how should we go about doing so?

CSGQ5.1C

How do changes in the classroom or community impact you?

HDQ6.1B

How do our actions impact the world and how do things that happen in the world impact us?

CDQ6.1A

How do people make sense of other cultures?

CDQ6.1C

How do our actions today affect our relationship with others in the future?

CDQ7.1B

How does learning about the past prepare me to act in the present?

CSGQ7.1C

Why is it important to listen to different people's stories and ideas?

CSGQ7.1D

How can we get along with people who disagree with us?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH2.a.K-1 Describe how groups of people are alike and different.

History (Hist):

- SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.
- SS.Hist1.b.e Identify one or more effects of an event, issue, or problem.
- SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.

Political Science (PS):

- SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.

- SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community.
- Classify basic rights that all humans have (i.e., life, liberty, safety).
- SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community.
- SS.PS4.a.e Compare and contrast perspectives on the same topic.
- SS.PS4.b.2 Give an example of a compromise.

Important Terms and Points to Consider

- Rules
- Law
- Community

Supporting Resources to Consider

Lesson Plans:

[Rules Kindergarten Inquiry Lesson](#) from C3 Teachers

[Then and Now Mystery Unit](#) from iCivics

[What is the Difference Between Then and Now?](#)

[Where do People Work?](#)

[How is Work Different Now than in the Past?](#)

[Everyone's a Helper](#) from Learning for Justice

Suggested Additional Texts:

[What if Everybody did that?](#) by Ellen Javernick

[Being a good citizen](#) by Mary Small

[What can a Citizen Do?](#) by Dave Eggers

[The Power of One: Every Act of Kindness Counts](#) by Trudy Ludwig

[V is for Voting](#) by Kate Farrell

Topic 5: Self & Identity: How do I see the world?

Potential Essential Questions

- Why should we care about the perspectives of multiple people or sides? (Hist)

Focusing Questions for Topic

- How do I see the world? (Hist)
- What is my origin story? (Hist)
- Why do people tell their origin stories? (Hist)
- What is the origin story of someone with a different background from myself? (Hist)
- How do all of our stories weave together to form a fabric of our community? (Hist)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.1B

How do people describe who they are? How do I describe who I am?

HSGQ3.1A

What is my origin story?

HSGQ3.1B

Why do people tell their origin stories?

HSGQ3.1C

How do stories and artifacts shape who I am?

HSGQ3.1D

How did my family come to be here?

HSGQ3.1E

What is the origin story of someone with a different background from myself?

HSGQ3.1F

How do all of our stories weave together to form a fabric of our community?

Social Studies Standards & Indicators

History (Hist):

- SS.Hist4.a.e Describe the events that led to the creation of a primary source.
- SS.Hist4.c.e Create one primary source about your life.
- SS.Hist4.d.e Identify the POV of your own primary or secondary source.

Political Science (PS):

- SS.PS1.a.K-1 Assess the importance of rules and laws at home, in school, and in the community.

Important Terms and Points to Consider

- Primary Source (for teachers to understand - students at a very basic level, as something a person made that describes something else)

Supporting Resources to Consider

[Getting started with Primary Sources](#) from the Library of Congress

Suggested additional texts:

[What Do You See?](#) By Barney Saltzberg and Jamie Lee Curtis

[The Cot in the Living Room](#) by Hilda Eunice Burgos

[Frank and Laverne](#) by Dave Whammond and Jennifer Stokes

[They All Saw a Cat](#) by Brendan Wenzel

First Grade

My Understanding of the World (Perspective and Cultures)

In First Grade, students' perspectives widen past themselves and their immediate family and school community. They will study different cultures and see how they fit into their own culture and the world. Students will learn about money and work, and the need for rules and laws.

Topics:

1. Culture: *How are people and groups alike and different?*
 2. Place: *How do I see my world?*
 3. Money & Jobs: *How do people meet their needs and wants?*
 4. Rules: *How do people get along?*
-

FIRST GRADE

Topic 1: Culture: How are people and groups alike and different?

Potential Essential Questions

- How do external factors influence our identity and behavior? (BH)
- What influences perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- How do governments develop and evolve over time? (PS)

Focusing Questions for Topic

How are people and groups alike and different?

- How are people alike? (BH)
- How are people different? (BH)
- If you have two groups of people, what makes them alike? (BH)
- If you have two groups of people, what makes them different? (BH)
- Why are rules and laws important? (PS)
- How do traditions help to form groups of people? (PS)

- What are some songs that identify our state or country as one group of people? (PS)
- What are some symbols that represent our state or country? (PS)
- What can I make/draw/write that represents me as a person? (making a primary source about themselves) (Hist)
- How does something that happens in my community affect my family? (Hist)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.1C

How have people made our community better?

HSGQ1.1A

What are stories of when/how people have changed the community for the better?

HSGQ1.1B

How have changes created new problems or made communities better?

HSGQ1.1D

What makes a community fair?

CDQ1.1A

What does it mean to be a part of a group?

CSGQ1.1A

What groups am I a part of? How do I know I am a part of a group?

CDQ1.1B

When/how do we speak up about something?

CSGQ1.1D

Who has the power to make changes in my community?

HDQ2.1A

What is a community?

HSGQ2.1A

What are different types of communities?

HSGQ2.1E

How do I know I belong to a community?

HDQ2.1C

How do communities name and talk about places?

CSGQ2.1C

What are some important landmarks in my community and what do they represent?

CSGQ2.1D

Why do communities mark important places? Why might people disagree about the importance of these places?

HDQ3.1A

What kinds of stories (including non-European perspectives) tell us who we are and where we are from?

HSGQ3.1B

Why do people tell their origin stories?

HSGQ3.1C

How do stories and artifacts shape who I am?

HSGQ3.1D

How did my family come to be here?

HSGQ3.1E

What is the origin story of someone with a different background from myself?

HDQ3.1B

How have these stories helped individuals and families create, influence, or change institutions (e.g., political, media, faith communities, etc.)?

HSGQ3.1F

How do all our stories weave together to form a fabric of our community?

HDQ6.1B

How do our actions impact the world and how do things that happen in the world impact us?

HSGQ6.1A

How have your actions affected others in your family or school community? How have your actions affected people outside of your family or school community?

HSGQ6.1B

How have other people's actions affected you?

HSGQ6.1C

How have you connected with other people in your family, school community, or the world?

CDQ6.1B

How do we understand different people from around the world?

CSGQ6.1B

How do our experiences and communities shape who we are?

CSGQ6.1C

How can we learn about the characteristics of other communities?

CDQ7.1B

How does learning about the past prepare me to act in the present?

CSGQ7.1A

How and why do we use stories to tell others about who we are in the world?

CSGQ7.1B

How do different people's stories impact how I think about myself or others?

CSGQ7.1C

Why is it important to listen to different people's stories and ideas?

CDQ7.1C

Why is it important that people can say what they think, even if others might not like what is said?

CSGQ7.1D

How can we get along with people who disagree with us?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH2.a.K-1 Describe how groups of people are alike and different.
- SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.

Geography (Geog):

- SS.Geog3.a.1 Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?)
- SS.Geog3.b.2 Compare and contrast the different modes of transportation and communication used by families in work and daily lives.
- SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship)

History (Hist):

- SS.Hist2.c.e Explain how something happening outside of your home can affect your family.
- SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.
- SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.
- SS.Hist3.c.e Explain how something from the past can affect your life now.
- SS.Hist4.a.e Describe the events that led to the creation of a primary source.
- SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.
- SS.Hist4.c.e Create one primary source about your life.
- SS.Hist4.d.e Identify the POV of your own primary or secondary source.

Political Science (PS):

- SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.
- SS.PS1.b.1-2 Compare contributions of two or more influential people related to the founding of the United States. (stretch)
- SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher).

- Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).
- SS.PS3.a.1 Describe and explain the effect an action has on members of a group.
- Express an opinion and vote on a topic in their lives.
- SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.
- SS.PS4.a.e Compare and contrast perspectives on the same topic.

Important Terms and Points to Consider

- Rules and Laws
- Traditions
- Group identity/Culture
- Primary source

Supporting Resources to Consider

Lesson plans:

[Unit: How Do Communities Make Good Decisions?](#) from iCivics

[What Does it Mean to Belong to a Group?](#)

[What Does it Mean to Be a Good Citizen?](#)

[How Do Groups Make Decisions?](#)

Suggested additional texts:

[Thank you Omu!](#) By Oge Mora

[City Green](#) by DyAnne DiSalvo-Ryan

[Sometimes People March](#) by Tessa Allen

[Equity's Call-The Story of Voting Rights in America](#) by Deborah Diesen

Topic 2: Place: How do I see my world?

Potential Essential Questions

- How does the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How does where we live influence how we live, and why does it matter? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- What is the relationship between decision-making and economic outcomes? (Econ)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- What influences perspective and interpretation of history? (Hist)

Focusing Questions for Topic

How do I see my world?

- What is a map? (Geog)
- What is a globe? (Geog)
- Can I define: compass rose, cardinal directions (N, S, E, W), and intermediate directions (NE, NW, etc)? (Geog)
- Can I draw a map of my (bedroom, home, backyard, playground, classroom, etc)? (Geog)
- Can I identify physical landmarks such as mountains, rivers, lakes, etc? (Geog)
- What is the difference between rural, suburban, rural, and tribal areas? (Geog)
- What are some ways that things change in our community (school, playground, etc)? (Hist)
- What are some ways things stay the same in our community (school, playground, etc)? (Hist)
- How have humans changed our community? (versus nature) (Geog)
- How can access to resources like a beach (lake, bus route, etc) be stressful for some people? (Geog)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ2.1A

What is a community?

HSGQ2.1A

What are different types of communities?

HDQ2.1B

How do communities shape the land? How does the land shape communities?

HSGQ2.1D

What makes places (e.g., human and physical geography) different?

HDQ2.1C

How do communities name and talk about places?

CSGQ2.1C

What are some important landmarks in my community and what do they represent?

CSGQ2.1D

Why do communities mark important places? Why might people disagree about the importance of these places?

CDQ2.1A

How do communities change?

CDQ2.1B

How and why do people live together?

CSGQ2.1B

What are the reasons that people choose to live somewhere, or choose to move to or away from a place or kind of place?

CDQ4.1A

How do we decide to become a community?

CDQ4.1B

What are the benefits and costs of being a part of different communities? (e.g., neighborhood, local, state, or national)

HDQ5.1A

How have communities changed over time (in terms of people, beliefs, etc.)?

HSGQ5.1A

What changes have you seen in your school community?

HSGQ5.1B

How have these changes impacted you?

HSGQ5.1C

What caused these changes to happen?

HSGQ5.1D

How did the changes make the community better or worse?

HDQ5.1B

How have people made changes to the community?

CDQ5.1A

How do we react to changes to our community?

CSGQ6.1A

How do we describe our place in the world?

CSGQ6.1B

How do our experiences and communities shape who we are?

CSGQ6.1C

How can we learn about the characteristics of other communities?

Social Studies Standards & Indicators

Geography (Geog):

- SS.Geog1.a.1 Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.
- SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.
- SS.Geog1.c.1 Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.
- SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.
- SS.Geog2.d.1 Identify and explain differences between rural and urban areas.
- SS.Geog3.a.1 Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?)
- SS.Geog5.a.1 Provide examples of human changes to the environment surrounding the school or neighborhood.

History (Hist):

- SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time.
- SS.Hist2.b.e Identify patterns of change to self, family, and community over time.
- SS.Hist2.c.e Explain how something happening outside of your home can affect your family.

Political Science (PS):

- SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).
- SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher).
- Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).
- SS.PS3.a.1 Describe and explain the effect an action has on members of a group. Express an opinion and vote on a topic in their lives.
- SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).

Important Terms and Points to Consider

- Map, Globe
- Compass Rose
- Cardinal Directions (N, S, E, W)
- Intermediate Directions (NE, NW, etc)
- Physical Landmarks (mountain, river, lake, etc)
- Rural vs. Suburban vs. Urban vs. Tribal areas and lands

Supporting Resources to Consider

Lesson Plans:

[Global Citizens](#) from C3 Teachers

Suggested Additional Texts:

[Last Stop on Market Street](#) By Matt De La Peña

[All Are Welcome](#) By Alexandra Penfold

[Look Where We Live](#) by Scot Ritchie

[My America!](#) By Karen Katz

[The First Blade of Sweetgrass](#) by Suzanne Greenlaw and Gabriel Frey

Topic 3: Money & Jobs: How do people meet their needs and wants?

Potential Essential Questions

- What is the relationship between decision-making and economic outcomes? (Econ)
- What impacts a person's way of life or standard of living? (Econ)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)

Focusing Questions for Topic

How do people meet their needs and wants?

- What is the difference between a need and a want? (Econ)
- What is the difference between a buyer and a seller of something? (Econ)
- What are some of the different types of money? (bills, coins, debit/credit card) (Econ)
- Can I identify different coins and bills? (Econ)
- Why do we use money? (Econ)
- Why do people save money instead of spending all of it at one time? (Econ)
- How much do things we eat cost? (or other example) (Econ)
- Why do people have different kinds of jobs? (Econ)
- What kinds of jobs are there? (Econ)
- What kind of helper jobs are there? (Fire Department, etc) (Econ)
- What causes an event (new playground equipment, cleaning the floors of the school, road construction, the bus is late, new prices for school lunch, etc)? (Hist)
- What are some effects of that event? (Hist)
- What is an unintended effect of that event? (Econ)

EAD Driving (DQ) and Guiding (GQ) Questions

CDQ1.1A

What does it mean to be a part of a group?

CSGQ1.1A

What groups am I a part of? How do I know I am a part of a group?

CSGQ1.1B

What are my responsibilities to my group? What are others' responsibilities to me?

CSGQ1.1C

If I disagree with a decision, how do I help change it?

CSGQ1.1D

Who has the power to make changes in my community?

CDQ3.1A

How do people become a community?

CDQ3.1B

Why do we have rules?

CDQ3.1C

How does a community decide on its rules? Who gets to make rules?

CDQ3.1D

What makes a "good" rule?

CSGQ3.1B

What are the characteristics of a good rule?

CSGQ3.1C

What makes a rule fair?

CSGQ3.1D

What makes a rule work well?

HSGQ4.1A

Why would some people think that some rules are unfair?

CDQ5.1A

How do we react to changes to our community?

CDQ5.1B

Why do people sometimes want to change the rules?

Social Studies Standards & Indicators

Economics (Econ):

- SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).
- SS.Econ3.a.1 Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).
- SS.Econ3.b.1 Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save.
- SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.
- SS.Econ4.d.1 Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).

History (Hist):

- SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.
- SS.Hist1.b.e Identify one or more effects of an event, issue, or problem.

Political Science (PS):

- SS.PS2.a.1-2 Classify basic rights that all humans have (i.e., life, liberty, safety).

- SS.PS3.c.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).
- SS.PS4.a.e Compare and contrast perspectives on the same topic

Important Terms and Points to Consider

- Need vs. Want
- Buyer vs. Seller
- Money
 - Types of Money (bills, coins)
 - Reason to use money (easy to handle, divisible, better than trading chickens, etc)
 - Reason to save money
- Cause and Effect

Supporting Resources to Consider

Lesson Plans:

[Economic Choices](#) from C3 Teachers

[What is Authority?](#) from the Center for Civic Education *Foundations of Democracy - Level 1*

[Civic Ideals: Responsibility](#) from C3 Teachers

Suggested Additional Texts:

[Beatrice's Goat](#) by Paige McBrier

[I Voted: Making a Choice Makes a Difference](#) by Mark Shulman and Serge Bloch

[Carl the Complainer: How can we become responsible community members?](#) by Michelle Knudsen

[The Power of One: Every Act of Kindness Counts](#) by Trudy Ludwig

[I am American: The Wong Kim Ark Story](#) by Martha Brockenbrough

Topic 4: Rules: How do people get along?

Potential Essential Questions

- What influences perspective and interpretation of history? (Hist)
- How do different political and economic systems affect civic life? (PS)
- What knowledge and skills are needed to participate effectively in our political system? (PS)

Focusing Questions for Topic

How do people get along?

- Why do we have rules and laws? (PS)
- What is a right? (political right) (PS)
- What is a responsibility? (PS)
- What kinds of rights and responsibilities do you have at home? (PS)
- What kinds of rights and responsibilities do you have in the classroom? (PS)
- How are your rights and responsibilities in the classroom different from the teachers rights and responsibilities? (PS)
- What kinds of rights and responsibilities do you have at school? (PS)
- What would you do if you wanted to talk to someone about your rights and responsibilities at school? (PS)
- What rights do all people (everyone) have? (life, liberty, safety) (PS)
- What is voting? (PS)
- What is an election? (PS)
- What is a government? (PS)
- Why do we have a government? (PS)
- How are tribal government different from state governments? (tribal sovereignty) (PS)
- Where do people get information about the world? (media = TV, Radio, internet, etc) (PS)

EAD Driving (DQ) and Guiding (GQ) Questions

CDQ1.1A

What does it mean to be a part of a group?

CSGQ1.1A

What groups am I a part of? How do I know I am a part of a group?

CSGQ1.1B

What are my responsibilities to my group? What are others' responsibilities to me?

CSGQ1.1C

If I disagree with a decision, how do I help change it?

CSGQ1.1D

Who has the power to make changes in my community?

CDQ3.1A

How do people become a community?

CDQ3.1B

Why do we have rules?

CSGQ3.1A

What are our classroom rules?

CDQ3.1C

How does a community decide on its rules? Who gets to make rules?

CDQ3.1D

What makes a "good" rule?

CSGQ3.1B

What are the characteristics of a good rule?

CSGQ3.1C

What makes a rule fair?

CSGQ3.1D

What makes a rule work well?

CSGQ3.1E

How do we make decisions about our classroom rules?

CSGQ3.1F

Why would we have to change our classroom rules?

CSGQ3.1G

What are our responsibilities and obligations to each other in our classroom community?

HSGQ4.1A

Why would some people think that some rules are unfair?

HSGQ4.1B

How do different groups of people share their sides of the story throughout history?

CDQ5.1A

How do we react to changes to our community?

CSGQ5.1C

How do changes in the classroom or community impact you?

CDQ5.1B

Why do people sometimes want to change the rules?

CDQ5.1C

Should we change our classroom rules? Why? How?

CSGQ5.1A

Should we change one of our classroom rules?

CSGQ5.1B

If so, how should we go about doing so?

HDQ6.1B

How do our actions impact the world and how do things that happen in the world impact us?

HSGQ6.1A

How have your actions affected others in your family or school community? How have your actions affected people outside of your family or school community?

HSGQ6.1E

Why should we learn about the world?

CDQ6.1A

How do people make sense of other cultures in the world?

CDQ6.1B

How do we understand different people from the world?

CDQ7.1B

How does learning about the past prepare me to act in the present?

CSGQ7.1A

How and why do we use stories to tell others about who we are in the world?

CSGQ7.1B

How do different people's stories impact how I think about myself or others?

CSGQ7.1C

Why is it important to listen to different people's stories and ideas?

CSGQ7.1D

How can we get along with people who disagree with us?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH2.a.K-1 Describe how groups of people are alike and different.
- SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.

Geography (Geog):

- SS.Geog3.a.1 Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?)
- SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship)
- SS.Geog5.a.1 Provide examples of human changes to the environment surrounding the school or neighborhood.

History (Hist):

- SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.
- SS.Hist1.b.e Identify one or more effects of an event, issue, or problem.
- SS.Hist2.b.e Identify patterns of change to self, family, and community over time.
- SS.Hist2.c.e Explain how something happening outside of your home can affect your family.
- SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.
- SS.Hist3.c.e Explain how something from the past can affect your life now.

Political Science (PS):

- SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).
- SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).
- SS.PS3.a.1 Describe and explain the effect an action has on members of a group. Express an opinion and vote on a topic in their lives.
- SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).
- SS.PS3.c.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).
- SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.
- SS.PS4.a.e Compare and contrast perspectives on the same topic.

Important Terms and Points to Consider

- Rules and Laws
- Rights and Responsibilities
- Voting
- Elections
- Government
- Tribal Sovereignty
- Media

Supporting Resources to Consider

Lesson Plans:

[The President](#) from C3 Teachers

[Unit: What Makes a Good Leader?](#) from iCivics

[What Makes Someone a Good Leader?](#)

[What Made People Think George Washington Was a Good Leader?](#)

[How Do Leaders Fight For Something Important?](#)

[Friendship Inquiry Lesson](#) from C3 Teachers

Suggested Additional Texts:

[Our Class is a Family](#) by Sharon Olsen

[If I Ran for President](#) by Catherine Steir

[Grace for President](#) by Kelly DiPucchio

Second Grade

Our Place in the World (Community)

In Second Grade, students will add to their knowledge of identity and self, building on work from Kindergarten and First Grade. They will continue to learn about other cultures and places in the world, and have an introduction to economic markets, where people buy and sell goods and services. Students will also focus on the rights and responsibilities people have in our country.

Topics:

1. Self, Identity, and Culture: *How am I like other people? How am I different from other people?*
2. Places in the World: *What are other places like?*
3. Markets: *How do we get goods and services?*
4. Rights and Responsibilities: *What rights do people have?*

SECOND GRADE

Topic 1: Self, Identity, and Culture: *How am I like other people? How am I different from other people?*

Potential Essential Questions

- How do external factors influence our identity and behavior? (BH)
- What influences perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)

Focusing Questions for Topic

How am I like other people? How am I different from other people?

- How are people alike? (BH)
- How are people different? (BH)
- If you have two groups of people, what makes them alike? (BH)
- If you have two groups of people, what makes them different? (BH)
- How does my family influence who I am? (BH)
- How do my friends influence who I am? (BH)
- Is there a certain place that makes me feel really happy? Why? (BH)
- What is culture? (BH)

- What makes up a culture? (BH)
- What is my culture? (BH)
- What is something that is different between two cultures? (compare) (BH)
- What is something that happens outside of my home that affects me? (Hist)
- Who is someone in the past that has similar experiences to me? (Hist)
- How can two people view the same thing in a different manner? (Hist)
- How can something from the past influence my life now? (Hist)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.1B

How do people describe who they are? How do I describe who I am?

HDQ1.1C

How have people made our community better?

HSGQ1.1A

What are stories of when/how people have changed the community for the better?

CDQ1.1A

What does it mean to be a part of a group?

CSGQ1.1A

What groups am I a part of? How do I know I am a part of a group?

CSGQ1.1B

What are my responsibilities to my group? What are others' responsibilities to me?

CSGQ1.1D

Who has the power to make changes in my community?

HDQ2.1A

What is a community?

HSGQ2.1A

What are different types of communities?

HSGQ2.1B

What are the smallest and the biggest communities that we belong to?

HSGQ2.1C

How have communities changed over time? Why have they changed? What is the evidence for change?

HSGQ2.1E

How do I know I belong to a community?

CSGQ2.1D

Why do communities mark important places? Why might people disagree about the importance of these places?

HDQ3.1A

What kinds of stories (including non-European perspectives) tell us who we are and where we are from?

HSGQ3.1A

What is my origin story?

HSGQ3.1B

Why do people tell their origin stories?

HSGQ3.1C

How do stories and artifacts shape who I am?

HSGQ3.1D

How did my family come to be here?

HSGQ3.1E

What is the origin story of someone with a different background from myself?

HSGQ3.1F

How do all our stories weave together to form a fabric of our community?

HDQ3.1B

How have these stories helped individuals and families create, influence, or change institutions (e.g., political, media, faith communities, etc.)?

CDQ3.1A

How do people become a community?

HSGQ4.1B

How do different groups of people share their sides of the story throughout history?

HSGQ4.1C

What happens when different cultures encounter each other (negative or positive) for the first time?

CDQ4.1A

How do we decide to become a community?

CDQ4.1B

What are the benefits and costs of being a part of different communities? (e.g., neighborhood, local, state, or national)

HDQ6.1A

How and why has the United States interacted with other nations and regions of the world?

HSGQ6.1C

How have you connected with other people in your family, school community, or the world?

HSGQ6.1D

Where do things we eat and use come from, and how do they get here?

HDQ6.1B

How do our actions impact the world and how do things that happen in the world impact us?

HSGQ6.1A

How have your actions affected others in your family or school community? How have your actions affected people outside of your family or school community?

HSGQ6.1B

How have other people's actions affected you?

CDQ6.1A

How do people make sense of other cultures in the world?

CSGQ6.1C

How can we learn about the characteristics of other communities?

CDQ6.1B

How do we understand different people from around the world?

CDQ6.1C

How do our actions today affect our relationship with others in the future?

CSGQ6.1B

How do our experiences and communities shape who we are?

HDQ7.1A

Why do people talk about the past?

HSGQ7.1A

How does learning about the past help me learn about the present and prepare for the future?

HDQ7.1B

Why do we need to know about the past?

HDQ7.1C

Why do we tell stories about the past?

CDQ7.1B

How does learning about the past prepare me to act in the present?

CSGQ7.1A

How and why do we use stories to tell others about who we are in the world?

CSGQ7.1B

How do different people's stories impact how I think about myself or others?

CSGQ7.1C

Why is it important to listen to different people's stories and ideas?

CSGQ7.1D

How can we get along with people who disagree with us?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments.
- SS.BH1.b.2 Identify situations and places that impact a person's emotions. .
- SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?).
- SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.

History (Hist):

- SS.Hist2.c.e Explain how something happening outside of your home can affect your family.
- SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.
- SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.
- SS.Hist3.c.e Explain how something from the past can affect your life now.
- SS.Hist4.a.e Describe the events that led to the creation of a primary source.
- SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.
- SS.Hist4.c.e Create one primary source about your life.
- SS.Hist4.d.e Identify the POV of your own primary or secondary source.

Political Science (PS):

- S.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community.
- Classify basic rights that all humans have (i.e., life, liberty, safety).
- SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality.
- Develop an opinion about an issue in your school or community.
- SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher).
- Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).

Important Terms and Points to Consider

- Culture
- Characteristics of culture (language, religion/belief system, clothing, food, etc)
- Past vs. Present

Supporting Resources to Consider

Lesson Plans:

[Part of a Community Online](#) from Learning for Justice

[Unit: How Does Culture Impact the Way We Live?](#) from iCivics

[What is Culture?](#)

[What are Some Examples of Yoruba Cultural Values?](#)

[How did Yoruba Cultural Values help the Clotilda Africans During Difficult Times?](#)

[How did Yoruba Cultural Values Influence the Building of Africatown?](#)

[Cultures and People in Wisconsin: Lesson Plan on Ho-Chunk Removal](#) by Sadie Saindon
via Wisconsin First Nations: American Indian Studies in Wisconsin

Suggested Additional Texts:

[All Are Welcome](#) by Alexandra Penfold

[Jingle Dancer](#) by Cynthia Leitich Smith

Topic 2: Places in the World: What are other places like?

Potential Essential Questions

- How do the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- How does where we live influence how we live, and why does it matter? (Geog)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)

Focusing Questions for Topic

What are other places like?

- What is a map? (Geog)
- What is a globe? (Geog)
- Can I define: compass rose, cardinal directions (N, S, E, W), and intermediate directions (NE, NW, etc)? (Geog)
- Why do people move to our community? (Geog)
- Why do people move away from our community? (Geog)
- Was there a time when our community was much larger or much smaller? How can I find out about it and describe it? (Geog)
- How do people get to other places in our community? What are some ways they get to work, or school, or the grocery store? (Geog)
- How do people communicate with other people? (Geog)
- What kind of landforms do we have in our local area? (Geog)
- What is our weather like here, and how does it affect how we live and work? (Geog)
- Do we live in an urban, suburban, rural, or tribal community? How can I tell the difference? (Geog)
- What is our culture like in our community? (Geog)
- What kinds of jobs are in our community that makes it different from other places? (Geog)
- What are some special places in our community that other places don't have? (Geog)
- What kinds of natural resources do we have in our community, and what can be done with them? (Geog)
- What are some ways that things change in our community? (Hist)
- What are some ways things stay the same in our community? (Hist)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.1C

How have people made our community better?

HSGQ1.1A

What are stories of when/how people have changed the community for the better?

HSGQ1.1B

How have changes created new problems or made communities better?

CDQ1.1A

What does it mean to be a part of a group?

CSGQ1.1A

What groups am I a part of? How do I know I am a part of a group?

CSGQ1.1B

What are my responsibilities to my group? What are others' responsibilities to me?

HDQ2.1A

What is a community?

HSGQ2.1A

What are different types of communities?

HSGQ2.1B

What are the smallest and the biggest communities that we belong to?

HSGQ2.1C

How have communities changed over time? Why have they changed? What is the evidence for change?

HSGQ2.1E

How do I know I belong to a community?

HDQ2.1B

How do communities shape the land? How does the land shape communities?

HSGQ2.1D

What makes places (e.g., human and physical geography) different?

HDQ2.1C

How do communities name and talk about places?

CSGQ2.1C

What are some important landmarks in my community and what do they represent?

CSGQ2.1D

Why do communities mark important places? Why might people disagree about the importance of these places?

CDQ2.1A

How do communities change?

CDQ2.1B

How and why do people live together?

CDQ2.1C

What makes people move from one place to another?

CSGQ2.1B

What are the reasons that people choose to live somewhere, or choose to move to or away from a place or kind of place?

CDQ2.1D

How am I a part of a community?

HDQ3.1A

What kinds of stories (including non-European perspectives) tell us who we are and where we are from?

HDQ3.1B

How have these stories helped individuals and families create, influence, or change institutions (e.g., political, media, faith communities, etc.)?

CDQ4.1A

How do we decide to become a community?

CDQ4.1B

What are the benefits and costs of being a part of different communities? (e.g., neighborhood, local, state, or national)

HDQ5.1A

How have communities changed over time (in terms of people, beliefs, etc.)?

HDQ5.1B

How have people made changes to the community?

HSGQ5.1A

What changes have you seen in your school community?

HSGQ5.1B

How have these changes impacted you?

HSGQ5.1C

What caused these changes to happen?

HSGQ5.1D

How did the changes make the community better or worse?

CDQ5.1A

How do we react to changes to our community?

HDQ6.1A

How and why has the United States interacted with other nations and regions of the world?

HSGQ6.1C

How have you connected with other people in your family, school community, or the world?

HDQ6.1B

How do our actions impact the world and how do things that happen in the world impact us?

HSGQ6.1A

How have your actions affected others in your family or school community? How have your actions affected people outside of your family or school community?

HSGQ6.1B

How have other people's actions affected you?

HSGQ6.1E

Why should we learn about the world?

CDQ6.1A

How do people make sense of other cultures in the world?

CSGQ6.1A

How do we describe our place in the world?

CSGQ6.1B

How do our experiences and communities shape who we are?

CSGQ6.1C

How can we learn about the characteristics of other communities?

CDQ6.1B

How do we understand different people from the world?

CDQ6.1C

How do our actions today affect our relationship with others in the future?

HDQ7.1C

Why do we tell stories about the past?

HSGQ7.1B

How do stories about the past change over time and why?

HSGQ7.1C

How can we tell if some stories about the past are more accurate than others?

CDQ7.1B

How does learning about the past prepare me to act in the present?

CSGQ7.1A

How and why do we use stories to tell others about who we are in the world?

CSGQ7.1B

How do different people's stories impact how I think about myself or others?

CSGQ7.1C

Why is it important to listen to different people's stories and ideas?

Social Studies Standards & Indicators

Geography (Geog):

- SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.
- SS.Geog2.b.2 Explain why people have moved to and away from their community.

- SS.Geog2.c.2 Describe population changes in their community over time.
- SS.Geog3.b.2 Compare and contrast the different modes of transportation and communication used by families in work and daily lives.
- SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).
- SS.Geog5.b.2 Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.

History (Hist):

- SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time.
- SS.Hist2.b.e Identify patterns of change to self, family, and community over time.

Political Science (PS):

- SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher).
- SS.PS4.a.e Compare and contrast perspectives on the same topic

Important Terms and Points to Consider

- Cardinal Directions (N, S, E, W) and Intermediate Directions (NE, NW, etc)
- Rural vs. Suburban vs. Rural vs. Tribal areas and lands
- Communicate
- Landforms
- Culture
- Natural Resources

*This topic especially requires some knowledge of the local community/area/community. Check the focusing questions for more details.

Supporting Resources to Consider

Lesson Plans:

[Geography, Humans, and Environment](#) from C3 Teachers

[Urban, Suburban, and Rural](#) from C3 Teachers

Additional Suggested Texts:

[My Name is Bana](#) by Bana Alabad

[Bright Star](#) by Yuyi Morales

[I is for Immigrant](#) by Selinar Akla (video starts at 10:13)

[The First Blade of Sweetgrass](#) by Suzanne Greenlaw

[Home is In Between](#) by Mitali Perkins

[The Water Lady: How Darlene Arviso Helps a Thirsty Navajo Nation](#) by Alice McGinty

Topic 3: Markets: How do we get goods and services?

Potential Essential Questions

- How do scarcity and competition influence decision-making? (Econ)
- What impacts a person's way of life or standard of living? (Econ)
- What is the relationship between decision-making and economic outcomes? (Econ)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)

Focusing Questions for Topic

How do we get goods and services?

- What is the difference between a need and a want? (Econ)
- What is the difference between a buyer and a seller of something? (Econ)
- What is the difference between a good and a service? (Econ)
- What is a product market? (Econ)
- If we went to the grocery store, and I gave you \$10 to spend, what could you buy? (Econ)
- If I told you that if you were well-behaved in a store, I'd buy you a toy, what would probably happen? (or some other example of providing an incentive, it does not have to be for good behavior) (Econ)
- Where do ____ come from? (eggs, clothes, cars, something concrete that they would understand. The goal is to have them determine a chain of supply - where does an item come from and how do producers use the factors of production to make and deliver products and services and earn profits) (Econ)
- How did a TV get from Japan to the United States? (or other item from a different place/area) (Econ)
- Why would we want to trade with another country? (Econ)
- Why is it good to develop a special skill that others may not have? (Econ)
- What types of services does the government provide? (schools, police, etc) (Econ)
- What types of good does the government provide? (roads, parks, etc) (Econ)
- What causes an event (new playground equipment, cleaning the floors of the school, road construction, the bus is late, new prices for school lunch, etc)?
- What are some effects of that event?
- What is an unintended effect of that event? (Econ)

EAD Driving (DQ) and Guiding (GQ) Questions

CDQ3.1B

Why do we have rules?

CDQ3.1C

How does a community decide on its rules? Who gets to make rules?

CDQ3.1D

What makes a "good" rule?

CSGQ3.1B

What are the characteristics of a good rule?

CSGQ3.1C

What makes a rule fair?

CSGQ3.1D

What makes a rule work well?

CDQ4.1B

What are the benefits and costs of being a part of different communities? (e.g., neighborhood, local, state, or national)

HDQ6.1A

How and why has the United States interacted with other nations and regions of the world?

HSGQ6.1C

How have you connected with other people in your family, school community, or the world?

HSGQ6.1D

Where do things we eat and use come from, and how do they get here?

HSGQ6.1E

Why should we learn about the world?

HDQ6.1B

How do our actions impact the world and how do things that happen in the world impact us?

HSGQ6.1A

How have your actions affected others in your family or school community? How have your actions affected people outside of your family or school community?

HSGQ6.1B

How have other people's actions affected you?

CDQ6.1A

How do people make sense of other cultures in the world?

CSGQ6.1A

How do we describe our place in the world?

CSGQ6.1B

How do our experiences and communities shape who we are?

CDQ6.1B

How do we understand different people from the world?

CSGQ6.1C

How can we learn about the characteristics of other communities?

CDQ6.1C

How do our actions today affect our relationship with others in the future?

Social Studies Standards & Indicators

Economics (Econ):

- SS.Econ1.b.2 Predict a person's change in behavior in response to different potential rewards.
- SS.Econ2.b.2 Define product market and categorize prices of products in a local market.
- SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.
- SS.Econ4.a.2 Hypothesize how a good gets to the local community market.
- SS.Econ4.c.2 Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.
- SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.

History (Hist):

- SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.
- SS.Hist1.b.e Identify one or more effects of an event, issue, or problem.

Political Science (PS):

- SS.PS2.a.1-2 Classify basic rights that all humans have (i.e., life, liberty, safety).
- SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community.
- SS.PS4.a.e Compare and contrast perspectives on the same topic.
- SS.PS4.b. Give an example of a compromise.

Important Terms and Points to Consider

- Product market (where people buy and sell THINGS - usually versus labor market, where people sell labor for wages)
- Factors of production (land, labor, capital, entrepreneurship)
- Capital (something you use to build/make something else)
- Chain of supply (where do things come from? How do producers use the factors of production?)
- Cause and Effect

Supporting Resources to Consider

Lesson Plans:

[Economic Interdependence](#) from C3 Teachers

Suggested Additional Texts:

[How Did that Get in My Lunchbox the Story of Food](#) By Chris Butterworth

[Rainbow Weaver: Tejedora del Arcoiris](#) By Linda Elovitz Marshall (Bilingual)

[Amara and the Bats](#) by Emma Renyolds

Topic 4: Rights and Responsibilities: What rights do people have?

Potential Essential Questions

- How do governments develop and evolve over time? (PS)
- How do different political and economic systems affect civic life? (PS)
- What knowledge and skills are needed to participate effectively in our political system? (PS)

Focusing Questions for Topic

What rights do people have?

- Why do we have rules and laws? (PS)
- What is a right? (political right) (PS)
- What is a responsibility? (PS)
- What kinds of rights and responsibilities do you have in the classroom? (PS)
- How are your rights and responsibilities in the classroom different from the teachers rights and responsibilities? (PS)
- What kinds of rights and responsibilities do you have at school? (PS)
- Who are some important people that helped form our country, and how were they alike and different? (PS)
- What rights does everyone have? (life, liberty, safety, etc) (PS)
- What is an important issue for our community/classroom/school? How do I feel about this issue? (PS)
- How can I make my voice be heard on an issue? What are some things I could do to help someone decide about an issue? (PS)
- What is an example of a compromise? (PS)
- What is voting? (PS)
- What is an election? (PS)
- What is a government? (PS)
- Why do we have a government? (PS)
- How are tribal government different from state governments? (tribal sovereignty) (PS)
- Where do people get information about the world? (media = TV, Radio, internet, etc) (PS)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.1C

How have people made our community better?

HSGQ1.1A

What are stories of when/how people have changed the community for the better?

HSGQ1.1B

How have changes created new problems or made communities better?

HSGQ1.1C

How do you evaluate leaders? What makes an effective leader?

CDQ1.1A

What does it mean to be a part of a group?

CSGQ1.1A

What groups am I a part of? How do I know I am a part of a group?

CSGQ1.1B

What are my responsibilities to my group? What are others' responsibilities to me?

CSGQ1.1C

If I disagree with a decision, how do I help change it?

CSGQ1.1D

Who has the power to make changes in my community?

CDQ1.1B

When/how do we speak up about something?

CSGQ1.1E

Why is it important to speak up when you are trying to make something better?

HDQ3.1A

What kinds of stories (including non-European perspectives) tell us who we are and where we are from?

HDQ3.1B

How have these stories helped individuals and families create, influence, or change institutions (e.g., political, media, faith communities, etc.)?

CDQ3.1B

Why do we have rules?

CSGQ3.1G

What are our responsibilities and obligations to each other in our classroom community?

CDQ3.1C

How does a community decide on its rules? Who gets to make rules?

CSGQ3.1A

What are our classroom rules?

CSGQ3.1E

How do we make decisions about our classroom rules?

CSGQ3.1F

Why would we have to change our classroom rules?

CDQ3.1D

What makes a "good" rule?

CSGQ3.1B

What are the characteristics of a good rule?

CSGQ3.1C

What makes a rule fair?

CSGQ3.1D

What makes a rule work well?

HSGQ4.1A

Why would some people think that some rules are unfair?

HSGQ4.1B

How do different groups of people share their sides of the story throughout history?

CDQ4.1B

What are the benefits and costs of being a part of different communities? (e.g., neighborhood, local, state, or national)

CSGQ4.1A

What prevents people from getting along with one another?

CSGQ4.1B

How can people work together even if they disagree with one another?

CSGQ4.1C

How do you solve conflicts with others?

CSGQ4.1D

When do we decide to leave groups because of conflicts?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH2.a.K-1 Describe how groups of people are alike and different.
- SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthdays?).

History (Hist):

- SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.
- SS.Hist1.b.e Identify one or more effects of an event, issue, or problem.
- SS.Hist2.b.e Identify patterns of change to self, family, and community over time.
- SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.

- SS.Hist3.c.e Explain how something from the past can affect your life now.

Political Science (PS):

- SS.PS1.b.1-2 Compare contributions of two or more influential people related to the founding of the United States
- SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).
- SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community.
- SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).
- SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).
- SS.PS4.a.e Compare and contrast perspectives on the same topic.
- SS.PS4.b.2 Give an example of a compromise.

Important Terms and Points to Consider

- Rights & Responsibilities
 - Liberty
- Election
- Tribal Sovereignty
- Compromise

Supporting Resources to Consider

Lesson Plans:

[“How can I be a responsible citizen?” from Charlotte-Mecklenburg Schools](#), C-M, North Carolina, and C3 Teachers

[Advertisements and You](#) from Learning for Justice

[Choosing Reliable Sources](#) from Learning for Justice

[Civic Ideals and Practices](#) from C3 Teachers

Trade Books:

[Enemy Pie](#) By Derek Munson

[What Can a Citizen Do](#) By Dave Eggers

[Sonia Sotomayor: A Judge Grows Up In the Bronx](#) By Jonah Winter

[Growing Up Ojibwe: Spearfishing Adventures Booklet](#) from Great Lakes Indian Fish and Wildlife Commission

[The Power of One: Every Act of Kindness Counts](#) by Trudy Ludwig

[V is for Voting](#) by Kate Farel

Third Grade

Wisconsin & U.S. Studies to the French and Indian War

Third Grade will begin a three-year study of Wisconsin and the United States through the lenses of all the strands of social studies. They will begin with a study of Wisconsin and U.S. Geography, map skills, and spatial analysis. The rest of the year is a chronological study of Wisconsin and U.S. history, economics, culture, and political science from First People to the start of the French and Indian War.

Topics:

1. Wisconsin and U.S. Geography: Regions
2. First People and First Nations
3. Meeting of Peoples and Cultures
4. Colonization
5. Fur Trade
6. Tension Between England and France

THIRD GRADE

Topic 1: Wisconsin and U.S. Geography: Regions

Potential Essential Questions

- How do the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How does where we live influence how we live, and why does it matter? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)

Focusing Questions for Topic

- What is the difference between a map and a globe? (Geog)
- Can I define: compass rose, cardinal directions (N, S, E, W), and intermediate directions (NE, NW, etc)? (Geog)
- What is the difference between a photograph and a satellite image? (Geog)
- What is a state? (Geog)
- Where is Wisconsin on a map of our country? (Geog)
- Where are all seven continents found on the map? (Geog)
- Where are all five oceans found on the map? (Geog)
- What are some major physical features/landforms in our region, state, and country? (Geog)

- What are some major urban areas in our state and country? (Geog)
- Where do most people live in Wisconsin? (Where is the highest population?) (Geog)
- What is a region? (Geog)
- What region do I live in? (Geog)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

CDQ2.2A

How does the environment impact my life and community?

CDQ2.2B

What are my responsibilities for the land that I live on?

HSGQ6.1E

Why should we learn about the world?

Social Studies Standards & Indicators

Geography (Geog):

- SS.Geog1.b.i Identify the purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.
- SS.Geog2.a.3 Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).

Important Terms and Points to Consider

- Map vs. Globe
- Cardinal Directions (N, S, E, W) vs Intermediate Directions (NE, NW, etc)
- Region
- Identify on a world map:
 - all seven continents
 - (4 or 5) oceans
- Identify on a U.S. map:
 - Physical geography/landforms (major mountain ranges, major rivers, major lakes, etc)
 - Regions of the U.S.
 - Major U.S. cities (New York, Chicago, Los Angeles, etc)

- Identify on a Wisconsin map:
 - Physical geography/landforms (Lake Superior & Lake Michigan, Wisconsin River, forest, glaciated area, wetland, prairie/plain, and your own local physical geography)
 - Regions of Wisconsin
 - Large urban areas (Milwaukee Metro, Madison/Janesville/Beloit, Fox Valley, Racine/Kenosha, Eau Claire)

**Note: You will continue to come back to map work throughout the school term*

Supporting Resources to Consider

Lesson Plans:

[Unit: Why Do We Need Maps?](#) from iCivics

[How Have Maps Changed Over Time?](#)

[How Can a Map Help us Get Where We Want to Go?](#)

[What Are the Parts of a Map and What Do They Tell Us?](#)

[How Does a Map Show the Relationship Between People and the Environment?](#)

[Waldseemuller's Map: World 1507](#) from the Library of Congress

Suggested Additional Texts:

[Me On The Map](#) by Joan Sweeney

[There's a Map On My Lap!: All About Maps](#) by Trish Rabe

The Once Upon a Time Map Book by B.G. Hennessy

[As the Crow Flies: A First Book of Maps](#) by Gail Hartman

Topic 2: First People and First Nations

Potential Essential Questions

- What impacts a person's way of life or standard of living? (Econ)
- How does where we live influence how we live, and why does it matter? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- What influences perspective and interpretation of history? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- How do governments develop and evolve over time? (PS)

Focusing Questions for Topic

- Who were the First People to live in Wisconsin? (Hist)
- Who were the First People to live in what is now the United States? (Hist)
- What are the tribes and bands of American Indians in Wisconsin now? (Hist)
- How did Wisconsin First Nations live? (work, play, eat, housing, etc) What kinds of technology did they have? (Hist) (BH)
- What kinds of resources did our First Nations have access to that might be different today? (Econ)
- How are Wisconsin First Nations the same and different from First Nations in other parts of what is now the United States? (Hist)
- What does it mean to barter? (Econ)
- How does a barter economy work? (Econ)
- What is the difference between a good and a service? (Econ)
- How did many of our First Nations view land ownership? (Econ)
- Where do many First Nations in our state and country live now? (Geog)
- What is tribal sovereignty? (PS)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2A

Why and how do people take action in order to solve problems that affect them and others?

HSGQ1.2B

What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?

HSGQ1.2C

What have people done from positions of disempowerment to achieve change?

HDQ1.2B

What kinds of challenges arise when people decide to take action to try to solve problems?

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HSGQ2.2A

Who lived on the North American continent before the United States existed?

What kinds of evidence helps us learn their histories?

HSGQ2.2B

How does the earlier history of the continent and its diverse peoples persist and remain visible?

HSGQ2.2D

How did various communities decide (or not) where and when to migrate and settle?

HSGQ2.2E

What was life like on the continent of North America before the United States existed?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

HSGQ2.2E

What was life like on the continent of North America before the United States existed?

CDQ2.2A

How does the environment impact my life and community?

CDQ2.2B

What are my responsibilities for the land that I live on?

CSGQ2.2E

How do we define and organize our land in terms of political and economic structures?

CDQ2.2C

How has the concept of what it means to be a "people" changed over time?

CSGQ2.2A

Who are the peoples that live on the North American continent? What connects and/or separates them?

CSGQ2.2B

How do different people build community and engage with the land (e.g., country, state, tribal)?

CSGQ2.2C

What does "Indigenous" mean? How does it relate to other terms such as "Native American," relevant tribal area names, etc.?

CSGQ2.2D

What obligations does the term "Indigenous" carry, both from and to America's Native peoples?

HDQ3.2A

How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?

HSGQ3.2A

How have definitions of "citizenship" [a "citizen"] changed over time?

HSGQ3.2C

What was the experience of Indigenous Americans before, during, and after the formation of the United States?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HSGQ3.2E

How have ideas about political, religious, and economic liberty and about race affected the shape of those migrations over time?

HSGQ3.2F

How do the stories of Indigenous Americans, African Americans, Euro- Americans, Asian Americans, and Latinos and Latinas help us better understand who we are?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

CDQ3.2A

What does it mean to be "a people"?

CDQ3.2B

Why do societies have governments?

HDQ5.2A

How has access to citizenship changed over time in the U.S.?

HSGQ5.2A

How have Native Americans fought to defend tribal sovereignty and to gain civil rights in the United States?

CSGQ5.2B

How have individuals and groups used agency in the face of oppression (e.g., political, economic, or civil inequality)?

HSGQ6.1E

Why should we learn about the world?

CDQ6.1A

How do people make sense of other cultures in the world?

CSGQ6.1A

How do we describe our place in the world?

CSGQ6.1B

How do our experiences and communities shape who we are?

CSGQ6.1C

How can we learn about the characteristics of other communities?

CDQ6.1B

How do we understand different people from around the world?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).

Economics (Econ):

- SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable).
- SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services.

Geography (Geog):

- SS.Geog2.a.3 Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).

History (Hist):

- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.
- SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.

Important Terms and Points to Consider

- First Nations/American Indian/Native American
- Wisconsin tribes and bands
- Barter economy
- Good vs Service
- Tribal Sovereignty

Supporting Resources to Consider

Lesson Plans:

[Native People of Wisconsin](#) from the WI Historical Society

Suggested Additional Texts:

[Hiawatha and the Peacemaker](#) by Robbie Robertson

[The People Shall Continue](#) by Simon J Ortiz

[Pictures of Native American Burial Mounds](#) from the WI Historical Society

[Oshkosh: Leader During Troubled Times](#) from PBS Wisconsin Education

[Current Tribal Lands Map and Native Nations Facts](#) from Wisconsin First Nations: American Indian Studies in Wisconsin

[Wisconsin Tribal Government Map](#) from Wisconsin First Nations: American Indian Studies in Wisconsin

[The Ways](#) from PBS Wisconsin Education

[Walter Bresette](#) from PBS Wisconsin Education

[Growing Up Ojibwe: The Game](#) from Great Lakes Indian Fish & Wildlife Commission

[Celebrating Native Cultures Through Words: Storytelling and Oral Traditions](#) from Native Knowledge 360 and the National Museum of the American Indian

Topic 3: Meeting of Peoples and Cultures

Potential Essential Questions

- How do external factors influence our identity and behavior? (BH)
- How does where we live influence how we live, and why does it matter? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- What impacts a person's way of life or standard of living? (Econ)
- How do scarcity and competition influence decision-making? (Econ)
- What is the relationship between decision-making and economic outcomes? (Econ)
- What influences perspective and interpretation of history? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- How do governments develop and evolve over time? (PS)

Focusing Questions for Topic

- When and where did Europeans first meet American Indians in Wisconsin and in the United States? (Geog)
- What were those meetings like? What were some good things (benefits) and bad things (costs) that came out of those meetings? (Hist) (Econ)
- How did both Europeans and First Nations use a barter economy? (Econ)
- What did First Nations specialize in to trade? What did Europeans specialize in to trade? (Econ)
- What did each group need to make the products they traded? (Econ)
- How did Europeans do things differently from our First Nations, and what effect did that have on the tribes? (BH)
- How did American Indians do things differently from Europeans, and what effect did that have on the European explorers? (BH)
- What were some positive and negative effects of this trading on the land? (Geog)
- What similarities and differences were there between the rules and laws of First Nations and those of the Europeans? (PS)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2A

Why and how do people take action in order to solve problems that affect them and others?

HSGQ1.2B

What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?

HSGQ1.2C

What have people done from positions of disempowerment to achieve change?

HDQ1.2B

What kinds of challenges arise when people decide to take action to try to solve problems?

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HSGQ2.2A

Who lived on the North American continent before the United States existed?

What kinds of evidence helps us learn their histories?

HSGQ2.2B

How does the earlier history of the continent and its diverse peoples persist and remain visible?

HSGQ2.2D

How did various communities decide (or not) where and when to migrate and settle?

HSGQ2.2E

What was life like on the continent of North America before the United States existed?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

CDQ2.2A

How does the environment impact my life and community?

CDQ2.2B

What are my responsibilities for the land that I live on?

CSGQ2.2E

How do we define and organize our land in terms of political and economic structures?

CDQ2.2C

How has the concept of what it means to be a "people" changed over time?

CSGQ2.2A

Who are the peoples that live on the North American continent? What connects and/or separates them?

CSGQ2.2B

How do different people build community and engage with the land (e.g., country, state, tribal)?

CSGQ2.2C

What does "Indigenous" mean? How does it relate to other terms such as "Native American," relevant tribal area names, etc.?

CSGQ2.2D

What obligations does the term "Indigenous" carry, both from and to America's Native peoples?

HDQ3.2A

How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?

HSGQ3.2A

How have definitions of "citizenship" [a "citizen"] changed over time?

HSGQ3.2B

Where, when, and why have people from different parts of the world come to the U.S.? What were the consequences of those migrations, forced and free?

HSGQ3.2C

What was the experience of Indigenous Americans before, during, and after the formation of the United States?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HSGQ3.2E

How have ideas about political, religious, and economic liberty and about race affected the shape of those migrations over time?

HSGQ3.2F

How do the stories of Indigenous Americans, African Americans, Euro- Americans, Asian Americans, and Latinos and Latinas help us better understand who we are?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

CDQ3.2A

What does it mean to be "a people"?

CDQ3.2B

Why do societies have governments?

HDQ4.2A

Why did various groups compete for territory in North America?

HDQ5.2A

How has access to citizenship changed over time in the U.S.?

HSGQ5.2A

How have Native Americans fought to defend tribal sovereignty and to gain civil rights in the United States?

CSGQ5.2B

How have individuals and groups used agency in the face of oppression (e.g., political, economic, or civil inequality)?

HSGQ6.1E

Why should we learn about the world?

CDQ6.1A

How do people make sense of other cultures in the world?

CSGQ6.1A

How do we describe our place in the world?

CSGQ6.1B

How do our experiences and communities shape who we are?

CSGQ6.1C

How can we learn about the characteristics of other communities?

CDQ6.1B

How do we understand different people from around the world?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people’s lives (for better or worse).

Economics (Econ):

- SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable).
- SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.
- SS.Econ4.a.3 Trace the chain of supply for a needed product (e.g., food, shelter).
- SS.Econ4.e.3 Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America).

Geography (Geog):

- SS.Geog2.a.3 Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country).
- SS.Geog5.a.3-4 Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time

History (Hist):

- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.

Important Terms and Points to Consider

- Cost/Benefit Analysis (note: cost/benefit does not have to mean money changing hands)
- Barter Economy
- Specialization and Trade

Supporting Resources to Consider

Lesson Plans:

[German Immigrants: Their Contributions to the Upper Midwest](#) from the Library of Congress

[Ojibwe and Dakota Project Learning Tree Lessons](#) from the MN Dept of Natural Resources

[Native People of Wisconsin](#) from the WI Historical Society

Suggested Additional Texts:

[We Are Water Protectors](#) by Carole Lindstrom

[The Real Jean Nicolet](#) slideshow from the WI Historical Society

[Elizabeth Baird: Life in Territorial Wisconsin 1810-1890](#) from PBS Wisconsin

[Louis Jolliet and Jacques Marquette](#) from PBS World Explorers

[Native American Cultures and Clothing: Native American is not a Costume](#) from the National Museum of the American Indian

Topic 4: Colonization

Potential Essential Questions

- How do external factors influence our identity and behavior? (BH)
- What impacts a person's way of life or standard of living? (Econ)
- How do scarcity and competition influence decision-making? (Econ)
- How does where we live influence how we live, and why does it matter? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- What influences perspective and interpretation of history? (Hist)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- How do governments develop and evolve over time? (PS)
- How do different political and economic systems affect civic life? (PS)

Focusing Questions for Topic

- Where, when, and by whom was the area now known as the United States colonized? (Geog) (Hist)
- Where, when, and by whom was Wisconsin colonized?
- Whose point of view is usually heard in primary and secondary resources when we learn about colonization? (Geog) (Hist)
- Why did Europeans want colonies in North America? (Hist)
- What natural resources did Wisconsin and the United States have that Europeans wanted? (Econ)
- How did ___ get from North America to Europe? (choose a product and trace the supply chain)
 - What factors of production were used? (Econ)
- What are two different products that Europeans wanted from the colonies? How were these products (markets) alike and different? (Econ)
- What kinds of laws and rules did colonists in Wisconsin and in what would become the U.S. have to follow? (PS)
- Why did the colonists have to follow rules and laws? (PS)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2A

Why and how do people take action in order to solve problems that affect them and others?

HDQ1.2B

What kinds of challenges arise when people decide to take action to try to solve problems?

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HSGQ2.2A

Who lived on the North American continent before the United States existed?

What kinds of evidence helps us learn their histories?

HSGQ2.2B

How does the earlier history of the continent and its diverse peoples persist and remain visible?

HSGQ2.2C

How did different North American environments (e.g., natural and geographic) shape the ways that colonies and, later, states developed?

HSGQ2.2D

How did various communities decide (or not) where and when to migrate and settle?

HSGQ2.2E

What was life like on the continent of North America before the United States existed?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

CDQ2.2A

How does the environment impact my life and community?

CSGQ2.2E

How do we define and organize our land in terms of political and economic structures?

CDQ2.2B

What are my responsibilities for the land that I live on?

CSGQ2.2B

How do different people build community and engage with the land (e.g., country, state, tribal)?

CDQ2.2C

How has the concept of what it means to be a "people" changed over time?

CSGQ2.2A

Who are the peoples that live on the North American continent? What connects and/or separates them?

HDQ3.2A

How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?

HSGQ3.2B

Where, when, and why have people from different parts of the world come to the U.S.? What were the consequences of those migrations, forced and free?

HSGQ3.2C

What was the experience of Indigenous Americans before, during, and after the formation of the United States?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

CDQ3.2A

What does it mean to be "a people"?

CSGQ3.2B

What is a citizen? A resident?

CDQ3.2B

Why do societies have governments?

CSGQ3.2A

What do people want (or not want) government to do for us?

What principles or values do Americans invoke when debating these issues?

CSGQ3.2C

What makes a good government? for citizens? for residents?

CDQ3.2C

How are people involved in different kinds/levels/parts of government?

CDQ3.2D

How does sharing a government contribute to forming a people at the local, state, tribal, and national levels?

HDQ4.2A

Why did various groups compete for territory in North America?

HDQ5.2A

How has access to citizenship changed over time in the U.S.?

HDQ5.2B

How have people improved U.S. society over time?

HSGQ6.1E

Why should we learn about the world?

CDQ6.1A

How do people make sense of other cultures in the world?

CSGQ6.1A

How do we describe our place in the world?

CSGQ6.1B

How do our experiences and communities shape who we are?

CDQ6.1B

How do we understand different people from the world?

CSGQ6.1C

How can we learn about the characteristics of other communities?

CDQ6.1C

How do our actions today affect our relationship with others in the future?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

CDQ7.2A

Why do people running for office tell different stories about [the United States], what [the United States] has been, and what [the United States] might become?

CSGQ7.2B

What kinds of evidence do we need to assess whether a speaker's claims are accurate?

CSGQ7.2C

Why does respect for one another matter in a diverse society? What does respect look and feel like in different contexts?

CSGQ7.2D

Why is it important to deeply understand ideas and opinions that may be different than our own?

CSGQ7.2E

How can we express our disagreements and suggest change while maintaining our ability to work together?

CDQ7.2B

How can we assess and challenge leaders when we see the need for change?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).

Economics (Econ):

- SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services.
- SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.
- SS.Econ4.a.3 Trace the chain of supply for a needed product (e.g., food, shelter).
- SS.Econ4.e.3 Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America).

Geography (Geog):

- SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images
- SS.Geog2.a.3 Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).
- SS.Geog5.a.3-4 Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.
- SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.
- SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.
- SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.
- SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
- SS.PS4.a.i Compile relevant information to form a political argument and taking other points of view into account.

Important Terms and Points to Consider

- Colonization/Colonized/Colonies
- Primary vs Secondary Resource
- Natural Resource
- Supply Chain - how does something get from raw material/natural resource to a finished product in someone's home?
- Factors of Production (Land, Labor, Capital, Entrepreneurship)

Supporting Resources to Consider

Lesson Plans:

[Unit: What Strategies Did Native Nations Use To Protect Their Sovereignty During the American Revolutionary War?](#) from iCivics

[What is Native Sovereignty and Why is it Important?](#)

[What can Maps Tell Us about Native Sovereignty and Native Land?](#)

What Strategies did Native Nations use to Protect their Sovereignty During the American Revolutionary War? [\(Part 1\)](#) [\(Part 2\)](#)

[Unit: Why Do We Have So Many Governments?](#) from iCivics

[Why do We Have so Many Governments?](#)

[Where Do I Go when I Want to Make a Change?](#)

[How do Different States Structure their Government?](#)

[Wisconsin Indian Treaties and Tribal Sovereignty](#) from the WI Department of Public Instruction via Wisconsin First Nations: American Indian Studies in Wisconsin

[Native People of Wisconsin](#) from the WI Historical Society

Suggested Additional Texts:

[The Trouble with History](#) video from National Museum of the American Indian (focused on New York, but provides info that could be extrapolated to WI)

Topic 5: Fur Trade

Potential Essential Questions

- What impacts a person's way of life or standard of living? (Econ)
- How do scarcity and competition influence decision-making? (Econ)
- What is the relationship between decision-making and economic outcomes? (Econ)
- How does where we live influence how we live, and why does it matter? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- What influences perspective and interpretation of history? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)

Focusing Questions for Topic

- When and where was the fur trade in Wisconsin? (Hist) (Geog)
- Was the fur trade in Wisconsin producing a good or a service? (Econ)
- What had to happen to get a fur to market? (Trace the chain of supply) (Econ)
- What new technologies were invented to assist in the fur trade? (BH)
- How was the fur trade in Wisconsin different from the ___ trade in ___? (choose another resource that was trade in a different area) (Econ)
- What were some costs and benefits of the fur trade in Wisconsin? (Econ)
- What are the factors of production for the fur trade in Wisconsin? (land = animal, labor = trapper, capital = traps, whatever is used to catch the animal, entrepreneurship = willingness to go do it) (Econ)
- How did the fur trade in Wisconsin affect the land and natural resources? (Geog)
- Why is the period of the fur trade important in Wisconsin history? (Hist)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HSGQ2.2A

Who lived on the North American continent before the United States existed?

What kinds of evidence helps us learn their histories?

HSGQ2.2B

How does the earlier history of the continent and its diverse peoples persist and remain visible?

HSGQ2.2C

How did different North American environments (e.g., natural and geographic) shape the ways that colonies and, later, states developed?

HSGQ2.2D

How did various communities decide (or not) where and when to migrate and settle?

HSGQ2.2E

What was life like on the continent of North America before the United States existed?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

CDQ2.2A

How does the environment impact my life and community?

CSGQ2.2E

How do we define and organize our land in terms of political and economic structures?

CDQ2.2B

What are my responsibilities for the land that I live on?

CSGQ2.2B

How do different people build community and engage with the land (e.g., country, state, tribal)?

CDQ2.2C

How has the concept of what it means to be a "people" changed over time?

CSGQ2.2A

Who are the peoples that live on the North American continent? What connects and/or separates them?

CSGQ2.2C

What does "Indigenous" mean? How does it relate to other terms such as "Native American," relevant tribal area names, etc.?

CSGQ2.2D

What obligations does the term "Indigenous" carry, both from and to America's Native peoples?

HDQ3.2A

How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?

HSGQ3.2B

Where, when, and why have people from different parts of the world come to the U.S.? What were the consequences of those migrations, forced and free?

HSGQ3.2C

What was the experience of Indigenous Americans before, during, and after the formation of the United States?

HSGQ3.2F

How do the stories of Indigenous Americans, African Americans, Euro- Americans, Asian Americans, and Latinos and Latinas help us better understand who we are?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

CDQ3.2A

What does it mean to be "a people"?

CSGQ3.2B

What is a citizen? A resident?

CDQ3.2B

Why do societies have governments?

CSGQ3.2A

What do people want (or not want) government to do for us?

What principles or values do Americans invoke when debating these issues?

CSGQ3.2C

What makes a good government? for citizens? for residents?

HDQ4.2A

Why did various groups compete for territory in North America?

HDQ6.1A

How and why has the United States interacted with other nations and regions of the world?

HSGQ6.1D

Where do things we eat and use come from, and how do they get here?

HSGQ6.1E

Why should we learn about the world?

HDQ6.1B

How do our actions impact the world and how do things that happen in the world impact us?

CDQ6.1A

How do people make sense of other cultures in the world?

CSGQ6.1A

How do we describe our place in the world?

CSGQ6.1B

How do our experiences and communities shape who we are?

CDQ6.1B

How do we understand different people from the world?

CSGQ6.1C

How can we learn about the characteristics of other communities?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people’s lives (for better or worse).

Economics (Econ):

- SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable).
- SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services.
- SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.
- SS. Econ4.a.3 Trace the chain of supply for a needed product (e.g., food, shelter).
- SS. Econ4.e.3 Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America).

Geography (Geog):

- SS.Geog2.a.3 Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).
- SS.Geog5.a.3-4 Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.

- SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.
- SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.
- SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.
- SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.

Important Terms and Points to Consider

- Fur trade
- Good vs. Service
- Chain of Supply
- Cost/Benefit Analysis (note, this does not require the exchange of money)
- Factors of Production (Land, Labor, Capital, Entrepreneurship)

Supporting Resources to Consider

Lesson Plans:

[Native People of Wisconsin](#) from the WI Historical Society

[Learn about the Snake River Fur Post](#) from the MN Historical Society

[Explore the Role of Blacks in the Fur Trade Industry](#) from Canada's History Society

Suggested Additional Texts:

[How Furs Built Canada](#) from Canada's History Society

[Fur Trader Game](#) from Canada's History Society

[Fur Traders in Wisconsin](#) from the Friends of Mead/McMillan Wildlife Areas (background information only, no lesson plan)

[The Fur Trade Game](#) from Blackhawk Park

[The French Fur Trade](#) from The Detroit Historical Society

Topic 6: Tension Between England and France

Potential Essential Questions

- What impacts a person's way of life or standard of living? (Econ)
- How do scarcity and competition influence decision-making? (Econ)
- How do the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- What influences perspective and interpretation of history? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- How do governments develop and evolve over time? (PS)
- How do different political and economic systems affect civic life? (PS)

Focusing Questions for Topic

- Why were England and France arguing over the colonies in the mid-1700's? (Hist) (Econ)
- What new technologies and natural resources were England and France arguing about? (BH) (Econ)
- Where were English and French holdings in North America? (Geog)
- What kinds of rules and laws did the English and French have on colonists? (PS)
- What were some of the effects of those laws on the colonists? (Hist)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2A

Why and how do people take action in order to solve problems that affect them and others?

HDQ1.2B

What kinds of challenges arise when people decide to take action to try to solve problems?

HSGQ1.2A

What have people done when they thought something was wrong in their community? in their state? in the United States?

HSGQ1.2B

What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HSGQ2.2A

Who lived on the North American continent before the United States existed?

What kinds of evidence helps us learn their histories?

HSGQ2.2B

How does the earlier history of the continent and its diverse peoples persist and remain visible?

HSGQ2.2C

How did different North American environments (e.g., natural and geographic) shape the ways that colonies and, later, states developed?

HSGQ2.2D

How did various communities decide (or not) where and when to migrate and settle?

HSGQ2.2E

What was life like on the continent of North America before the United States existed?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

HSGQ3.2B

Where, when, and why have people from different parts of the world come to the U.S.? What were the consequences of those migrations, forced and free?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HSGQ3.2A

How have definitions of "citizenship" [a "citizen"] changed over time?

HSGQ3.2C

What was the experience of Indigenous Americans before, during, and after the formation of the United States?

HSGQ3.2E

How have ideas about political, religious, and economic liberty and about race affected the shape of those migrations over time?

HSGQ3.2F

How do the stories of Indigenous Americans, African Americans, Euro- Americans, Asian Americans, and Latinos and Latinas help us better understand who we are?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

HSGQ3.2D

How and why did people support, perpetuate, resist, or combat enslavement in U.S. history and society?

CDQ3.2A

What does it mean to be "a people"?

CSGQ3.2B

What is a citizen? A resident?

CDQ3.2B

Why do societies have governments?

CSGQ3.2A

What do people want (or not want) government to do for us? What principles or values do Americans invoke when debating these issues?

CSGQ3.2C

What makes a good government? for citizens? for residents?

CDQ3.2C

How are people involved in different kinds/levels/parts of government?

CDQ3.2D

How does sharing a government contribute to forming a people at the local, state, tribal, and national levels?

HDQ4.2A

Why did various groups compete for territory in North America?

HDQ6.1A

How and why has the United States interacted with other nations and regions of the world?

HDQ6.1B

How do our actions impact the world and how do things that happen in the world impact us?

HSGQ6.1E

Why should we learn about the world?

CDQ6.1A

How do people make sense of other cultures in the world?

CDQ6.1B

How do we understand different people from the world?

CDQ6.1C

How do our actions today affect our relationship with others in the future?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

CSGQ7.2D

Why is it important to deeply understand ideas and opinions that may be different than our own?

CSGQ7.2E

How can we express our disagreements and suggest change while maintaining our ability to work together?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).

Economics (Econ):

- SS. Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or nonrenewable).

Geography (Geog):

- SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images
- SS.Geog5.a.3-4 Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.
- SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.
- SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.
- SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.
- SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
- SS.PS4.a.i Compile relevant information to form a political argument and taking other points of view into account.

Important Terms and Points to Consider

- Locate England and France on world map.
- Locate English and French colonies on a map of North America.
- Locate areas of English and French control on a map of Wisconsin.

Supporting Resources to Consider

Lesson Plans:

[Native People of Wisconsin](#) from the WI Historical Society

National Park Service: The French and Indian War

Introduction

[Unit 1: The French and Indian War 1754-1763: Who Were The People Involved?](#)

[Unit 2: What Were They Fighting For?](#)

[Unit 3: How Did the Conflict Begin?](#)

[Unit 4: How Did the War Progress?](#)

[Unit 5: How Did the Conflict End? What Were the Consequences?](#)

[Unit 6: How Did the French and Indian War Set the Stage for the American Revolution?](#)

[Unit 7: Biography Cards](#)

[Unit 8: Primary Documents and Artifacts](#)

Suggested Additional Texts:

Struggle for a Continent: The French and Indian Wars: 1689-1763 By Betsy Maestro

The French and Indian War (Part of the We the People Series) by Andrew Santella

Fourth Grade

Wisconsin & U.S. Studies from the French and Indian War through Wisconsin Statehood

Fourth Grade is the second year of a three-year study of Wisconsin and the United States through the lenses of all the strands of social studies. They will begin with a study of Wisconsin and U.S. Geography, map skills, and spatial analysis. The rest of the year is a chronological study of Wisconsin and U.S. history, economics, culture, and political science from the French and Indian War to the Seneca Falls Convention of 1848.

Topics:

1. Wisconsin and U.S. Geography: Regions
2. French and Indian War
3. American Revolution & Formation of the United States
4. Early National Period
5. Treaty Era
6. Land Grab, Mining, Logging, Slavery
7. Wisconsin Territory to Seneca Falls Convention

FOURTH GRADE

Topic 1: Wisconsin and U.S. Geography: Regions

Potential Essential Questions

- How do the use of geographic tools reflect history, culture, politics, and economics (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)

Focusing Questions for Topic

- What are all the important parts of a map? (date, orientation, grid, scale, title, author, index, legend/key, situation) (Geog)
- When would a map be more helpful than a globe? (Geog)
- When would a satellite image be more helpful than an aerial photograph? (Geog)
- Where is Wisconsin on a map of our country? (Reinforce) (Geog)
- Where are all seven continents found on the map? (Reinforce) (Geog)
- Where are all five oceans found on the map? (Reinforce) (Geog)
- What are some major physical features/landforms in our region, state, and country? (Reinforce) (Geog)

- What are some major urban areas in our state and country? (Reinforce) (Geog)
- What are some positive and negative aspects to urban areas? (Geog)
- Where do most people live in Wisconsin? (Where is the highest population?) (Reinforce) (Geog)
- What is a region? (Reinforce) (Geog)
- What region do I live in? (Reinforce) (Geog)
- What special places can be found in my community, state, and country and why are they important? (example: state and national parks, Great Lakes, cemetery, places of worship) (Geog)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

HSGQ2.2D

How did various communities decide (or not) where and when to migrate and settle?

CDQ2.2A

How does the environment impact my life and community?

CDQ2.2B

What are my responsibilities for the land that I live on?

CDQ2.2C

How has the concept of what it means to be a "people" changed over time?

CSGQ2.2A

Who are the peoples that live on the North American continent? What connects and/or separates them?

CSGQ2.2B

How do different people build community and engage with the land (e.g., country, state, tribal)?

CSGQ2.2E

How do we define and organize our land in terms of political and economic structures?

HDQ3.2A

How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HSGQ3.2B

Where, when, and why have people from different parts of the world come to the U.S.? What were the consequences of those migrations, forced and free?

CDQ3.2A

What does it mean to be "a people"?

HSGQ6.1E

Why should we learn about the world?

CSGQ6.1A

How do we describe our place in the world?

Social Studies Standards & Indicators

Geography (Geog):

- SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).
- SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.
SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.
- SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.
- SS.Geog4.a.4 Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).

Political Science (PS):

- SS.PS3.a.4-5 Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.

Important Terms and Points to Consider

- Absolute vs. Relative Location
- Latitude/Longitude
- Region
- Urban vs. Suburban vs. Rural vs. Tribal
- (Reinforce) Identify on a world map:
 - all seven continents
 - (4 or 5) oceans
- (Reinforce) Identify on a U.S. map:
 - Physical geography/landforms (major mountain ranges, major rivers, major lakes, etc)
 - Regions of the U.S.
 - Major U.S. cities (New York, Chicago, Los Angeles, etc)
- (Reinforce) Identify on a Wisconsin map:
 - Physical geography/landforms (Lake Superior & Lake Michigan, Wisconsin River, forest, glaciated area, wetland, prairie/plain, *and your own local physical geography*)
 - Regions of Wisconsin
 - Large urban areas (Milwaukee Metro, Madison/Janesville/Beloit, Fox Valley, Racine/Kenosha, Eau Claire)

*Note: You will continue to come back to map work throughout the school term

Supporting Resources to Consider

Lesson Plans:

[Unit: How Do Maps Help Us Understand the World](#) from iCivics

[How do Maps Shape How We Think About the World?](#)

[What Parts of the Map Help Us Understand what the Cartographer Wants Us to Know?](#)

[How do Maps Show Us what is Important to the Cartographer?](#)

[Why is there an Elephant on the Beach?](#)

Suggested Additional Texts:

[As the Crow Flies: A First Book of Maps](#) by Gail Hartman

[Follow That Map! A First Book of Mapping Skills](#) by Scot Ritchie

[The Boy Who Loved Maps](#) by Kari Allen

[Between the Lines- Reading Maps](#) from National Geographic

FOURTH GRADE

Topic 2: French and Indian War

Potential Essential Questions

- How do external factors influence our identity and behavior? (BH)
- How does diversity impact society? (BH)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- What influences perspective and interpretation of history? (Hist)

Focusing Questions for Topic

- (REVIEW) Why were England and France arguing over the colonies in the mid-1700's? (Hist) (Econ)
- (REVIEW) What new technologies and natural resources were England and France arguing about? (BH) (Econ)
- (REVIEW) Where were English and French holdings in North America? (Geog)
- How were the French and English cultures alike and different? (BH)
- How did the differences between the two countries lead to a war? (Hist)
- What was the effect of the war on colonies in Wisconsin and North America? (Hist)
- Why is it called the French and Indian War? (point of view)? (Hist)
- How did the French and Indian War affect North America? (Hist)
- How did the French and Indian War affect Wisconsin? (Hist)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2A

Why and how do people take action in order to solve problems that affect them and others?

HSGQ1.2A

What have people done when they thought something was wrong in their community? in their state? in the United States?

HSGQ1.2B

What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?

HDQ1.2B

What kinds of challenges arise when people decide to take action to try to solve problems?

CDQ1.2B

Why might you question decisions that are made for/in your community?

CDQ1.2C

How can we work with others (even those who disagree with us) to help make change in society?

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HSGQ2.2A

Who lived on the North American continent before the United States existed?

What kinds of evidence helps us learn their histories?

HSGQ2.2B

How does the earlier history of the continent and its diverse peoples persist and remain visible?

HSGQ2.2C

How did different North American environments (e.g., natural and geographic) shape the ways that colonies and, later, states developed?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

HSGQ2.2D

How did various communities decide (or not) where and when to migrate and settle?

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

HSGQ2.2E

What was life like on the continent of North America before the United States existed?

CSGQ2.2C

What does "Indigenous" mean? How does it relate to other terms such as "Native American," relevant tribal area names, etc.?

CSGQ2.2D

What obligations does the term "Indigenous" carry, both from and to America's Native peoples?

HDQ3.2A

How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HSGQ3.2A

How have definitions of “citizenship” [a “citizen”] changed over time?

HSGQ3.2C

What was the experience of Indigenous Americans before, during, and after the formation of the United States?

HSGQ3.2E

How have ideas about political, religious, and economic liberty and about race affected the shape of those migrations over time?

HSGQ3.2F

How do the stories of Indigenous Americans, African Americans, Euro- Americans, Asian Americans, and Latinos and Latinas help us better understand who we are?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

HSGQ3.2D

How and why did people support, perpetuate, resist, or combat enslavement in U.S. history and society?

CDQ3.2A

What does it mean to be “a people”?

CDQ3.2B

Why do societies have governments?

HDQ4.2A

Why did various groups compete for territory in North America?

HSGQ5.2A

How have Native Americans fought to defend tribal sovereignty and to gain civil rights in the United States?

HDQ6.1A

How and why has the United States interacted with other nations and regions of the world?

HSGQ6.1C

How have you connected with other people in your family, school community, or the world?

HDQ6.1B

How do our actions impact the world and how do things that happen in the world impact us?

HSGQ6.1A

How have your actions affected others in your family or school community? How have your actions affected people outside of your family or school community?

HSGQ6.1B

How have other people's actions affected you?

HSGQ6.1E

Why should we learn about the world?

CSGQ6.1A

How do we describe our place in the world?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

Social Studies Standards & Indicators

Behavioral Sciences (BH) :

- SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self image and identity.
- SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
- SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.

Political Science (PS):

- SS.PS1.b.4-5 Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture.
- SS.PS4.a.i Compile relevant information to form a political argument and taking other points of view into account.

Important Terms and Points to Consider

- Colonies
- Natural Resources
- Culture
- Map French and British colonies on a map of North America
- Map French and British holdings in Wisconsin
- Effect of French and Indian War on North America & on Wisconsin

Supporting Resources to Consider

Lesson Plans:

[The French and Indian War 1754-1763: How Did the War Set the Stage for the American Revolution?](#) from the National Park Service

[French and Indian War - Advanced Lesson](#) from The Gilder Lehrman Institute of American History

[The French and Indian War: The War That Shaped America's Destiny](#) from the University of North Carolina

[Multiple Perspectives: French and Indian War](#) from the Detroit Historical Society

Suggested Additional Texts:

The Voyageur's Paddle by Kathy-Jo Wargin

The Red Sash by Jean E. Pendziwol

[Path to Patriot](#) from Washington's Mount Vernon Education

[Seven Years' War Primary Source Set](#) from Washington's Mount Vernon Education

[Wisconsin History Prior to Statehood](#) from the Wisconsin Blue Book

Topic 3: American Revolution & Formation of the United States

Potential Essential Questions

- How do external factors influence our identity and behavior? (BH)
- How does diversity impact society? (BH)
- How do external factors influence our identity and behavior? (BH)
- How do scarcity and competition influence decision-making? (Econ)
- What is the relationship between decision-making and economic outcomes? (Econ)
- How do the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How does where we live influence how we live, and why does it matter? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- What influences perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- How do governments develop and evolve over time? (PS)
- How do the roles, responsibilities, rights, and privileges of people and groups vary under different political and economic systems? (PS)
- How do different political and economic systems affect civic life? (PS)

Focusing Questions for Topic

- What were some causes of the American Revolution? (Hist)
- In what ways were the British and the Colonists depending on each other? (BH)
(Geog)
- How did the French and Indian War affect the American Revolution?
- What is the Declaration of Independence, and why did the Colonists write it? (Hist)
(PS)
- What incentives did Patriot leaders have to sign the Declaration of Independence? (Econ)
- What is meant by “taxation without representation”? What is something happening today that is similar to this? (Puerto Rico, Washington DC). (PS)
- What are the basic rights outlined in the Declaration of Independence, that all people should have? (PS)

- What is meant by “Republican Motherhood”? (BH) (PS)
- Why was the right to own private property so important to the Colonists? (Econ)
- How does location and place affect the American Revolution? (Why was WI not that involved?) (Geog)
- On a map of the United States, where did most of the fighting of the American Revolution take place? Why does that matter? (Geog)
- Wisconsin became a territory under British control with the Northwest Territory in 1787. What does this mean? (PS) (Geog)
- What happened in Wisconsin during the American Revolution? (Hist)
- What kinds of communication and technology did the Colonists have? (Geog)
- What were the Articles of Confederation, and why didn’t that form of government work? (Hist)
- What is freedom? (PS)
- What is justice? (PS)
- What is citizenship? (PS)
- What does the Preamble to the Constitution say, and why is that important? (PS)
- What is the U.S. Constitution? (Hist)
- How were groups such as women, African-Americans, and American Indians represented in the new Constitution? (BH) (PS)
- How did the writers of the Constitution address the issue of slavery? (PS)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2A

Why and how do people take action in order to solve problems that affect them and others?

HSGQ1.2A

What have people done when they thought something was wrong in their community? in their state? in the United States?

HSGQ1.2B

What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?

HSGQ1.2D

What or who are some great exemplars of civic action or constructive dissent in the United States?

HSGQ1.2E

What has tended to motivate people to engage in civic action throughout history?

HDQ1.2B

What kinds of challenges arise when people decide to take action to try to solve problems?

HSGQ1.2C

What have people done from positions of disempowerment to achieve change?

CDQ1.2A

Why might we want to make changes at local, state, or national levels? How can we promote change in an effective way?

CSGQ1.2A

What does public service and leadership look like locally, in a state, or nationally? (e.g., civil, religious, elected, official, or non-official)

CSGQ1.2B

What forms can civic action take? (e.g., voting, running for office, participating in a social movement or political party, working on community problem solving, researching a problem, and using your voice to advocate a solution, using expertise to offer policy guidance)

CSGQ1.2C

What qualities of character, virtues, or values make a good citizen, resident, and/or leader?

CDQ1.2B

Why might you question decisions that are made for/in your community?

CSGQ1.2D

How can we ensure our and others' opinions are both authentic and informed?

CDQ1.2C

How can we work with others (even those who disagree with us) to help make change in society?

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HSGQ2.2A

Who lived on the North American continent before the United States existed?
What kinds of evidence helps us learn their histories?

HSGQ2.2E

What was lifelike on the continent of North America before the United States existed?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

HDQ3.2A

How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?

HSGQ3.2A

How have definitions of “citizenship” [a "citizen"] changed over time?

HSGQ3.2B

Where, when, and why have people from different parts of the world come to the U.S.? What were the consequences of those migrations, forced and free?

HSGQ3.2E

How have ideas about political, religious, and economic liberty and about race affected the shape of those migrations over time?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HSGQ3.2F

How do the stories of Indigenous Americans, African Americans, Euro- Americans, Asian Americans, and Latinos and Latinas help us better understand who we are?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

HSGQ3.2C

What was the experience of Indigenous Americans before, during, and after the formation of the United States?

HSGQ3.2D

How and why did people support, perpetuate, resist, or combat enslavement in U.S. history and society?

CDQ3.2A

What does it mean to be "a people"?

CSGQ3.2D

What does the Pledge of Allegiance ask Americans to promise and why?

CSGQ3.2E T

The nation’s motto is E Pluribus Unum. How can we be one people when we are also citizens, members, or residents of towns, cities, states, and tribal nations?

CDQ3.2B

Why do societies have governments?

CSGQ3.2C

What makes a good government? for citizens? for residents?

CDQ3.2C

How are people involved in different kinds/levels/parts of government?

CSGQ3.2A

What do people want (or not want) government to do for us? What principles or values do Americans invoke when debating these issues?

CDQ3.2D

How does sharing a government contribute to forming a people at the local, state, and national levels?

HDQ4.2A

Why did various groups compete for territory in North America?

HDQ4.2B

Why did the colonists disagree on fighting for independence from Britain?

HSGQ4.2A

What were different reasons the colonists had for separating from Great Britain? Why did some colonists choose to remain loyal to Britain or neutral in the conflict? What were the risks and benefits of such choices?

HSGQ4.2B

What new ideas for government did the British colonies come up with?

HDQ4.2C

How did different groups of people (e.g., enslaved peoples, Indigenous peoples, Britain, France, Spain, etc.) react to the colonists' fight for independence?

HSGQ4.2C

What were the various perspectives of colonists (e.g., French, Spanish, British, land-owning and indentured, etc.) and non-colonists (enslaved people and Native Americans) on the Revolution?

HSGQ4.2D

How have religious beliefs influenced our political and economic ideas, debates, and laws?

HSGQ4.2E

How did debates over enslavement and immigration affect the choices made in the Constitution?

CSGQ4.2A

Why are the concepts of representation, majority vote/minority rule, and rule of law important for a democracy?

CSGQ4.2B

Why do our governments not decide all issues by elections or majority popular vote?

CSGQ4.2C

How does the Constitution protect people's rights?

CSGQ4.2D

How can a document inherited from the founders be a document for all citizens and non-citizens? How does the U.S. Constitution include all races, gender identities, and marginalized groups?

CSGQ4.2E

How did the Declaration of Independence make the case for self-government?

HDQ5.2A

How has access to citizenship changed over time in the U.S.?

HDQ5.2C

How have [...people living in the United States...] resisted or reacted to the expansion of rights and citizenship claims?

HSGQ5.2A

How have Native Americans fought to defend tribal sovereignty and to gain civil rights in the United States?

CDQ5.2A

What are the institutional and non-institutional ways that people have made changes to society?

CSGQ5.2A

How can groups and individuals transform the United States?

CSGQ5.2B

How have individuals and groups used agency in the face of oppression (e.g., political, economic, or civil inequality)?

CSGQ5.2C

What are the various strategies and processes (e.g., elections, protests, social movements, litigation, etc.) that people can use to bring about social change?

CSGQ5.2D

What are the roles of education, entrepreneurship, and innovation in bringing change?

CSGQ5.2E

What civic virtues and values are needed for people to make change together?

HDQ6.1A

How and why has the United States interacted with other nations and regions of the world?

HSGQ6.1E

Why should we learn about the world?

CSGQ6.1A

How do we describe our place in the world?

HDQ6.1B

How do our actions impact the world and how do things that happen in the world impact us?

CSGQ6.1B

How do our experiences and communities shape who we are?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

CDQ7.2A

Why do people running for office tell different stories about [the United States], what [the United States] has been, and what [the United States] might become?

CSGQ7.2B

What kinds of evidence do we need to assess whether a speaker's claims are accurate?

CSGQ7.2C

Why does respect for one another matter in a diverse society? What does respect look and feel like in different contexts?

CSGQ7.2D

Why is it important to deeply understand ideas and opinions that may be different than our own?

CDQ7.2B

How can we assess and challenge leaders when we see the need for change?

CSGQ7.2E

How can we express our disagreements and suggest change while maintaining our ability to work together?

Social Studies Standards & Indicators

Behavioral Sciences (BH) :

- SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.
- SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
- SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.
- SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).

Economics (Econ):

- SS.Econ1.b.4 Infer potential incentives in a real-world situation.
- SS.Econ4.b.4-5 Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).

Geography (Geog):

- SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).
- SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.
- SS.Geog3.b.4 Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.
- SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.
- SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.
- SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.
- SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.

Political Science (PS):

- SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
- SS.PS1.b.4-5 Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. ~~Apply key elements of the Wisconsin Constitution to the local community.~~
- SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
- SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances.
- SS.PS3.a.4-5 Investigate reasons why citizens participate in elections.
- Identify their role in government at the local, state, tribal, and federal levels.
- SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.

- SS.PS4.a.i Compile relevant information to form a political argument and taking other points of view into account.

Important Terms and Points to Consider

- WI
 - Continued importance of the fur trade
 - French influence in WI
- U.S.
 - “Taxation without Representation”
 - Declaration of Independence
 - Articles of Confederation
 - Revolutionary War
 - Republican Motherhood
 - Formation of the New Government
 - Preamble to the Constitution
 - U.S. Constitution
 - Slavery Issue

*Note: choose people from different walks of life, genders, ethnic backgrounds, and “sides” to learn about the American Revolution. *Potential examples: George Washington, Abigail Adams, Crispus Attucks, Butler’s Raiders, etc.* **To meet the indicator, students should be able to identify how these people helped form our political culture.**

Supporting Resources to Consider

Lesson Plans:

[Through Their Eyes: Major Causes and Events of the American Revolution](#) from the Museum of the American Revolution

[Teacher guide & resources for Teaching the Online Timeline of the American Revolution](#) from the Museum of the American Revolution

[Black Founders Teacher Resources](#) from the Museum of the American Revolution

[Finding Freedom: Teacher Resources](#) from the Museum of the American Revolution

[Season of Independence Teacher Resources](#) from the Museum of the American Revolution

[Betrayal](#) from C3 Teachers

[Liberty! The American Revolution: Teachers Guide](#) from PBS

Suggested Additional Texts:

[Let it begin here! Lexington & Concord: First Battles of the American Revolution](#) by Dennis Brindell Fradin

Independent Dames: What You Never Knew About the Women and Girls of the American Revolution by Laurie Halse Anderson

Her name was Mary Katharine : the only woman whose name is on the Declaration of Independence by Ella Schwartz

[George vs. George: The American Revolution as Seen from Both Sides](#) by Rosalyn Schanzer

[The Scarlet Stockings Spy](#) by Trinka Hakes Noble

[Women in the American Revolution](#) from NBC News Learn

[Be Washington Interactive Games](#) from Washington's Mount Vernon

Topic 4: Early National Period

Potential Essential Questions

- How do external factors influence our identity and behavior? (BH)
- How does diversity impact society? (BH)
- How do scarcity and competition influence decision-making? (Econ)
- What is the relationship between decision-making and economic outcomes? (Econ)
- How do the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- How does where we live influence how we live, and why does it matter? (Geog)
- What influences perspective and interpretation of history? (Hist)
- What influences perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)
- How do governments develop and evolve over time? (PS)
- How do the roles, responsibilities, rights, and privileges of people and groups vary under different political and economic systems? (PS)
- How do different political and economic systems affect civic life? (PS)
- What knowledge and skills are needed to participate effectively in our political system? (PS)

Focusing Questions for Topic

- What is a republic? (PS)
- What is a representative democratic republic? (PS)
- What is federalism? (PS)
- What private property rights are found in the Constitution? (Econ) (PS)
- What are the three parts of our federal government? What is separation of powers? (PS)
- What is tribal sovereignty? (PS)
- What is an Amendment to the Constitution? What is required to add an amendment? (PS)
- What is the Bill of Rights, and why was it so important? (PS)
- What are some basic rights and responsibilities outlined in the U.S. Constitution and the Bill of Rights? (PS)

- How did the concept of Republican Motherhood change with the formation of the new government? (BH) (PS)
- How did the Industrial Revolution affect the new United States? What types of new technologies were invented? (BH)
- Why was there a disagreement over having a national bank? What was the incentive to have a national bank? Why are banks important? Do we have a national bank now? (Econ)
- The Atlantic Slave Trade officially ended in the U.S. in 1807. How did this affect the country? (Hist)
- How did the War of 1812 affect Wisconsin and the United States? (Hist) (Geog)
- How did the country expand during the Early National Period? (Geog)
- What was the Missouri Compromise, and how did it affect Wisconsin and the United States? (Hist)
- What continuity and change occurred in Wisconsin and the United States during this time period? (Hist)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2A

Why and how do people take action in order to solve problems that affect them and others?

HSGQ1.2A

What have people done when they thought something was wrong in their community? in their state? in the United States?

HSGQ1.2B

What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?

HSGQ1.2D

What or who are some great exemplars of civic action or constructive dissent in the United States?

HSGQ1.2E

What has tended to motivate people to engage in civic action throughout history?

HDQ1.2B

What kinds of challenges arise when people decide to take action to try to solve problems?

HSGQ1.2C

What have people done from positions of disempowerment to achieve change?

CDQ1.2A

Why might we want to make changes at local, state, or national levels? How can we promote change in an effective way?

CSGQ1.2A

What does public service and leadership look like locally, in a state, or nationally? (e.g., civil, religious, elected, official, or non-official)

CSGQ1.2B

What forms can civic action take? (e.g., voting, running for office, participating in a social movement or political party, working on community problem solving, researching a problem, and using your voice to advocate a solution, using expertise to offer policy guidance)

CSGQ1.2C

What qualities of character, virtues, or values make a good citizen, resident, and/or leader?

CDQ1.2B

Why might you question decisions that are made for/in your community?

CSGQ1.2D

How can we ensure our and others' opinions are both authentic and informed?

CDQ1.2C

How can we work with others (even those who disagree with us) to help make change in society?

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HSGQ2.2C

How did different North American environments (e.g., natural and geographic) shape the ways that colonies and, later, states developed?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

HSGQ2.2D

How did various communities decide (or not) where and when to migrate and settle?

CDQ2.2A How does the environment impact my life and community?

CSGQ2.2E How do we define and organize our land in terms of political and economic structures?

CDQ2.2B

What are my responsibilities for the land that I live on?

CDQ2.2C

How has the concept of what it means to be a "people" changed over time?

CSGQ2.2A

Who are the peoples that live on the North American continent? What connects and/or separates them?

CSGQ2.2B

How do different people build community and engage with the land (e.g., country, state, tribal)?

HDQ3.2A

How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?

HSGQ3.2A

How have definitions of "citizenship" [a "citizen"] changed over time?

HSGQ3.2B

Where, when, and why have people from different parts of the world come to the U.S.? What were the consequences of those migrations, forced and free?

HSGQ3.2E

How have ideas about political, religious, and economic liberty and about race affected the shape of those migrations over time?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HSGQ3.2F

How do the stories of Indigenous Americans, African Americans, Euro- Americans, Asian Americans, and Latinos and Latinas help us better understand who we are?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

HSGQ3.2C

What was the experience of Indigenous Americans before, during, and after the formation of the United States?

HSGQ3.2D

How and why did people support, perpetuate, resist, or combat enslavement in U.S. history and society?

CDQ3.2A

What does it mean to be "a people"?

CSGQ3.2D

What does the Pledge of Allegiance ask Americans to promise and why?

CSGQ3.2E

The nation's motto is E Pluribus Unum. How can we be one people when we are also citizens, members, or residents of towns, cities, states, and tribal nations?

CDQ3.2B

Why do societies have governments?

CSGQ3.2C

What makes a good government? for citizens? for residents?

CDQ3.2C

How are people involved in different kinds/levels/parts of government?

CSGQ3.2A

What do people want (or not want) government to do for us? What principles or values do Americans invoke when debating these issues?

CDQ3.2D

How does sharing a government contribute to forming a people at the local, state, and national levels?

HSGQ4.2D

How have religious beliefs influenced our political and economic ideas, debates, and laws?

HSGQ4.2E

How did debates over enslavement and immigration affect the choices made in the Constitution?

CSGQ4.2A

Why are the concepts of representation, majority vote/minority rule, and rule of law important for a democracy?

CSGQ4.2B

Why do our governments not decide all issues by elections or majority popular vote?

CSGQ4.2C

How does the Constitution protect people's rights?

CSGQ4.2D

How can a document inherited from the founders be a document for all citizens and non-citizens? How does the U.S. Constitution include all races, gender identities, and marginalized groups?

HDQ5.2A

How has access to citizenship changed over time in the U.S.?

HDQ5.2B

How have people improved U.S. society over time?

HDQ5.2C

How have [...people living in the United States...] resisted or reacted to the expansion of rights and citizenship claims?

HSGQ5.2A

How have Native Americans fought to defend tribal sovereignty and to gain civil rights in the United States?

CDQ5.2A

What are the institutional and non-institutional ways that people have made changes to society?

CSGQ5.2A

How can groups and individuals transform the United States?

CSGQ5.2B

How have individuals and groups used agency in the face of oppression (e.g., political, economic, or civil inequality)?

CSGQ5.2C

What are the various strategies and processes (e.g., elections, protests, social movements, litigation, etc.) that people can use to bring about social change?

CSGQ5.2D

What are the roles of education, entrepreneurship, and innovation in bringing change?

CSGQ5.2E

What civic virtues and values are needed for people to make change together?

HDQ6.1A

How and why has the United States interacted with other nations and regions of the world?

HSGQ6.1C

How have you connected with other people in your family, school community, or the world?

HSGQ6.1D

Where do things we eat and use come from, and how do they get here?

HSGQ6.1E

Why should we learn about the world?

CSGQ6.1A

How do we describe our place in the world?

HDQ6.1B

How do our actions impact the world and how do things that happen in the world impact us?

HSGQ6.1A

How have your actions affected others in your family or school community? How have your actions affected people outside of your family or school community?

HSGQ6.1B

How have other people's actions affected you?

CSGQ6.1B

How do our experiences and communities shape who we are?

CDQ6.1A

How do people make sense of other cultures in the world?

CDQ6.1B

How do we understand different people from around the world?

CSGQ6.1C

How can we learn about the characteristics of other communities?

CDQ6.1C

How do our actions today affect our relationship with others in the future?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

CDQ7.2A

Why do people running for office tell different stories about [the United States], what [the United States] has been, and what [the United States] might become?

CSGQ7.2B

What kinds of evidence do we need to assess whether a speaker's claims are accurate?

CSGQ7.2C

Why does respect for one another matter in a diverse society? What does respect look and feel like in different contexts?

CSGQ7.2D

Why is it important to deeply understand ideas and opinions that may be different than our own?

CDQ7.2B

How can we assess and challenge leaders when we see the need for change?

CSGQ7.2E

How can we express our disagreements and suggest change while maintaining our ability to work together?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.
- SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self image and identity.
- SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
- SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.
- SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).

Economics (Econ):

- SS.Econ1.b.4 Infer potential incentives in a real-world situation.
- SS.Econ4.b.4-5 Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).

Geography (Geog):

- SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).
- SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.
- SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.
- SS.Geog3.b.4 Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.

History (Hist):

- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.

- SS.PS1.b.4-5 Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.
- SS.PS2.a.i Investigate examples of rights and responsibilities, including the Constitution, Bill of Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
- SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances.
- Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
- SS.PS3.a.4-5 Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.
- SS.PS3.b.3-4 Provide examples of how various types of media are used in elections and government. Compare and contrast the multiple roles people play in elections. Analyze the roles civic institutions play in their lives, their community and beyond (e.g., schools, community groups, religious institutions).
- SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.
- SS.PS4.a.i Compile relevant information to form a political argument and take other points of view into account.

Important Terms and Points to Consider

- Function and structure of the new U.S. government
- Representative Democratic Republic
- Republican Motherhood
- National bank controversy (Econ4.b.4-5)
- Private property rights in the forming of our gov (Econ4.b.4-5)
- End of Atlantic Slave Trade (1807)
- War of 1812 effect on Wisconsin & US
- Students should analyze or make maps of the growth of the country with land annexations such as the Louisiana Purchase, the Missouri Compromise, and the Lewis and Clark expeditions.

Supporting Resources to Consider

Lesson Plans:

Voices & Votes: How Democracy Works in Wisconsin (Teacher's Guide and Student Materials) by Bobbie Malone, et al. Chapter 3 and Chapter 4

[Founding Mothers Mini-Lesson](#) from iCivics

[Founding Mothers with Cokie Roberts companion](#) from The History Channel

[Virtual Tour and Lesson Plans](#) from Historic Christ Church Burial Ground in Philadelphia, PA

[Why Do We Have So Many Governments?](#) From iCivics

[How Do Different States Structure Their Government?](#) from iCivics

[The First Amendment of the Bill of Rights](#) from DocsTeach at the National Archives

[We the People: Upper Elementary Edition](#) from DocsTeach at the National Archives

[Letters to the President: A Lesson for Elementary](#) students from the Ronald Reagan Presidential Foundation

[The President's Roles and Responsibilities: Communicating with the President](#) from EDSITEment at the National Endowment for the Humanities

[The Preamble to the Constitution: How Do You Make a More Perfect Union](#) | from EDSITEment at the National Endowment for the Humanities

[Freedom of Speech](#) from the American Bar Association

[Preamble of the U.S. Constitution](#) from Civics360

[Engaging Congress game](#) from the Indiana University Center on Representative Government

Suggested Additional Texts:

Founding Mothers : Remembering the Ladies by Cokie Roberts

[Voices & Votes: How Democracy Works in Wisconsin \(Teacher's Guide and Student Materials\)](#) from the Wisconsin Historical Society, by Bobbie Malone, et al. (requires purchase of materials)

Chapter 1, Activity 3: Wisconsin Takes Shape

Chapter 3

Chapter 4

[Law Creating Michigan Territory \(primary source\)](#) from the Library of Congress

Topic 5: Treaty Era

Potential Essential Questions

- How do external factors influence our identity and behavior?
- How does diversity impact society? (BH)
- How do scarcity and competition influence decision-making? (Econ)
- What is the relationship between decision-making and economic outcomes? (Econ)
- How do the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How does where we live influence how we live, and why does it matter?
- How do geography, climate, and resources affect the way people live and work? (Geog)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)
- What influences perspective and interpretation of history? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- How do governments develop and evolve over time? (PS)
- How do the roles, responsibilities, rights, and privileges of people and groups vary under different political and economic systems? (PS)

Focusing Questions for Topic

- What is tribal sovereignty? (PS)
- How are American Indians addressed in the U.S. Constitution? (PS)
- What is a treaty? (PS)
- How did most Native Nations view land ownership? (Econ)
- How were Wisconsin Native People alike and different from the Europeans who were entering the area? (BH)
- Why did the United States want treaties with American Indians? What incentive did the U.S. have to control Native lands? (Econ)
- How did the U.S. and Native Nations depend on each other? How do they depend on each other now? (Geog) (PS)
- What was going on in Wisconsin when the first treaties were signed with Wisconsin Nations? (1804)(context). (Hist)
- Why is the Black Hawk War important to Wisconsin history? (1832)? (Hist)

- What is the Trail of Tears? Why did it happen? What was going on in the United States at the time? (Hist)
- How was the Menominee in Wisconsin ceding lands similar to the Trail of Tears? How was it different? (Hist)
- What Native Nations were moved into Wisconsin from other areas? How did this affect the people that already lived here? (Hist)
- How did the map of Wisconsin change during the treaty period? What lands did Native Nations of Wisconsin retain? (Geog)
- The takeover of Native lands helped the mining and logging industries in Wisconsin. How did that affect the environment and land? (Geog)
- What places in your local community may have special meaning to Native people in Wisconsin? (Geog)
- Why do different people view places in a community differently? (How would a Native person view that special place versus a non-Native person?) (Geog)
- What is justice? What is freedom? What is meant by citizenship? (PS)
- What are basic human liberties (thought, expression, privacy), and how/for whom do they apply to this treaty era? (PS)
- What rights did Native people have during the treaty era? (PS)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2A

Why and how do people take action in order to solve problems that affect them and others?

HSGQ1.2A

What have people done when they thought something was wrong in their community? in their state? in the United States?

HSGQ1.2B

What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?

HSGQ1.2D

What or who are some great exemplars of civic action or constructive dissent in the United States?

HSGQ1.2E

What has tended to motivate people to engage in civic action throughout history?

HDQ1.2B

What kinds of challenges arise when people decide to take action to try to solve problems?

HSGQ1.2C

What have people done from positions of disempowerment to achieve change?

CDQ1.2A

Why might we want to make changes at local, state, or national levels? How can we promote change in an effective way?

CSGQ1.2A

What does public service and leadership look like locally, in a state, or nationally? (e.g., civil, religious, elected, official, or non-official)

CSGQ1.2B

What forms can civic action take? (e.g., voting, running for office, participating in a social movement or political party, working on community problem solving, researching a problem, and using your voice to advocate a solution, using expertise to offer policy guidance)

CSGQ1.2C

What qualities of character, virtues, or values make a good citizen, resident, and/or leader?

CDQ1.2B

Why might you question decisions that are made for/in your community?

CSGQ1.2D

How can we ensure our and others' opinions are both authentic and informed?

CDQ1.2C

How can we work with others (even those who disagree with us) to help make change in society?

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HSGQ2.2A

Who lived on the North American continent before the United States existed?
What kinds of evidence helps us learn their histories?

HSGQ2.2B

How does the earlier history of the continent and its diverse peoples persist and remain visible?

HSGQ2.2C

How did different North American environments (e.g., natural and geographic) shape the ways that colonies and, later, states developed?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

HSGQ2.2E

What was life like on the continent of North America before the United States existed?

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

HSGQ2.2D

How did various communities decide (or not) where and when to migrate and settle?

CDQ2.2A

How does the environment impact my life and community?

CSGQ2.2E

How do we define and organize our land in terms of political and economic structures?

CDQ2.2B

What are my responsibilities for the land that I live on?

CDQ2.2C

How has the concept of what it means to be a "people" changed over time?

CSGQ2.2A

Who are the peoples that live on the North American continent? What connects and/or separates them?

CSGQ2.2B

How do different people build community and engage with the land (e.g., country, state, tribal)?

CSGQ2.2C

What does "Indigenous" mean? How does it relate to other terms such as "Native American," relevant tribal area names, etc.?

CSGQ2.2D

What obligations does the term "Indigenous" carry, both from and to America's Native peoples?

HDQ3.2A

How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?

HSGQ3.2A

How have definitions of "citizenship" [a "citizen"] changed over time?

HSGQ3.2B

Where, when, and why have people from different parts of the world come to the U.S.? What were the consequences of those migrations, forced and free?

HSGQ3.2E

How have ideas about political, religious, and economic liberty and about race affected the shape of those migrations over time?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HSGQ3.2F

How do the stories of Indigenous Americans, African Americans, Euro- Americans, Asian Americans, and Latinos and Latinas help us better understand who we are?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

HSGQ3.2C

What was the experience of Indigenous Americans before, during, and after the formation of the United States?

HSGQ3.2D

How and why did people support, perpetuate, resist, or combat enslavement in U.S. history and society?

CDQ3.2A

What does it mean to be "a people"?

CSGQ3.2D

What does the Pledge of Allegiance ask Americans to promise and why?

CSGQ3.2E

The nation's motto is E Pluribus Unum. How can we be one people when we are also citizens, members, or residents of towns, cities, states, and tribal nations?

CDQ3.2B

Why do societies have governments?

CSGQ3.2C

What makes a good government? for citizens? for residents?

CDQ3.2C

How are people involved in different kinds/levels/parts of government?

CSGQ3.2A

What do people want (or not want) government to do for us? What principles or values do Americans invoke when debating these issues?

CDQ3.2D

How does sharing a government contribute to forming a people at the local, state, and national levels?

HDQ4.2A

Why did various groups compete for territory in North America?

HSGQ4.2D

How have religious beliefs influenced our political and economic ideas, debates, and laws?

CSGQ4.2B

Why do our governments not decide all issues by elections or majority popular vote?

CSGQ4.2C

How does the Constitution protect people's rights?

CSGQ4.2D

How can a document inherited from the founders be a document for all citizens and non-citizens? How does the U.S. Constitution include all races, gender identities, and marginalized groups?

HDQ5.2A

How has access to citizenship changed over time in the U.S.?

HDQ5.2C

How have [...people living in the United States...] resisted or reacted to the expansion of rights and citizenship claims?

HSGQ5.2A

How have Native Americans fought to defend tribal sovereignty and to gain civil rights in the United States?

CDQ5.2A

What are the institutional and non-institutional ways that people have made changes to society?

CSGQ5.2A

How can groups and individuals transform the United States?

CSGQ5.2B

How have individuals and groups used agency in the face of oppression (e.g., political, economic, or civil inequality)?

CSGQ5.2C

What are the various strategies and processes (e.g., elections, protests, social movements, litigation, etc.) that people can use to bring about social change?

CSGQ5.2D

What are the roles of education, entrepreneurship, and innovation in bringing change?

CSGQ5.2E

What civic virtues and values are needed for people to make change together?

CDQ6.1A

How do people make sense of other cultures in the world?

CDQ6.1B

How do we understand different people from around the world?

CSGQ6.1C

How can we learn about the characteristics of other communities?

CDQ6.1C

How do our actions today affect our relationship with others in the future?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

CDQ7.2A

Why do people running for office tell different stories about [the United States], what [the United States] has been, and what [the United States] might become?

CSGQ7.2B

What kinds of evidence do we need to assess whether a speaker's claims are accurate?

CSGQ7.2C

Why does respect for one another matter in a diverse society? What does respect look and feel like in different contexts?

CSGQ7.2D

Why is it important to deeply understand ideas and opinions that may be different than our own?

CDQ7.2B

How can we assess and challenge leaders when we see the need for change?

CSGQ7.2E

How can we express our disagreements and suggest change while maintaining our ability to work together?

Social Studies Standards & Indicators

Behavioral Sciences (BH) :

- SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.
- SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self image and identity.
- SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
- SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.

Economics (Econ):

- SS.Econ1.b.4 Infer potential incentives in a real-world situation.
- SS.Econ4.b.4-5 Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).

Geography (Geog):

- SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).
- SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.
- SS.Geog3.b.4 Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.
- SS.Geog4.a.4 Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).
- SS.Geog5.a.3-4 Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.
- SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.
- SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.

- SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.
- SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
- SS.PS1.b.4-5 Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.
- SS.PS2.a.i Investigate examples of rights and responsibilities, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
- SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances.
- Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
- SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.
- SS.PS4.a.i Compile relevant information to form a political argument and taking other points of view into account.
- Important Terms and Points to Consider
 - Tribal sovereignty
 - Treaty
 - 1804 - first treaty of removal signed in WI (Sauk and Meskwaki)
 - Black Hawk War (1832) - not obeying US terms would lead to slaughter
 - Trail of Tears
 - Chief Oshkosh and the Menominee
 - Majority Rule with Minority Rights

Supporting Resources to Consider

Lesson Plans:

[Speech by Little Elk](#) from the Wisconsin Historical Society

[Relations Between Native Americans and White Colonizers in Wisconsin Lesson Plan: Relations Between Native Americans and White Colonizers in Wisconsin: Citizen Petition and Access Project](#) from the Wisconsin Historical Society

Suggested Additional Resources:

[Walter Bresette: Treaty Rights and Sovereignty](#) Wisconsin Biography from PBS Wisconsin

[Crossing the Line: Tribble Brothers](#) from the Great Lakes Indian Fish & Wildlife Commission

[Chief Oshkosh: Leader in Troubled Times](#) Wisconsin Biography from PBS Wisconsin

[Wisconsin: Our State Our Story: Chapter 5](#) (purchase required) from the Wisconsin Historical Society

[Sauk and Fox Treaty \(Primary Source\)](#) from DocsTeach, National Archives

[Treaty Between the Ottawa, Chippewa, Wyandot, and Potawatomi Indians \(Primary Source\)](#) from DocsTeach, National Archives

Topic 6: Mining, Logging, and the Enslavement Of African Peoples

Potential Essential Questions

- How do external factors influence our identity and behavior? (BH)
- How does diversity impact society? (BH)
- How do scarcity and competition influence decision-making? (Econ)
- What is the relationship between decision-making and economic outcomes? (Econ)
- How do the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- How does where we live influence how we live, and why does it matter? (Geog)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- What influences perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)
- How do governments develop and evolve over time? (PS)
- How do the roles, responsibilities, rights, and privileges of people and groups vary under different political and economic systems? (PS)
- How do different political and economic systems affect civic life? (PS)

Focusing Questions for Topic

- When did Wisconsin officially become a U.S. territory, and why is this important? (Hist)
- What is the difference between a good and a service? (Econ)
- What is the difference between a producer (seller) and a consumer (buyer)? (Econ)
- When and why did the fur trade slow down and stop in Wisconsin? What happened to the price of furs as the supply decreased? (Econ)
- Why did lead mining become so important to people living in Wisconsin? What effect does our history of lead mining have on us today? (Econ)
- What products are made from lead? (Econ)
- What incentive did people have to move to Wisconsin and start mining lead? (Econ)
- Why are we known as “The Badger State”? What group of people in Wisconsin might not like that term, and why? (BH)
- Where did most people who settled Wisconsin come from? (Geog)

- How did Wisconsin’s population change during this time period, and why does that matter? (Geog)
- What types of mining was happening in North America at the same time of the lead rush in Wisconsin? (Hist)
- As the lead mines didn’t produce as much as they used to, what happened to the price of lead? (Econ)
- How did the cost of furs and lead change over time? (Econ)
- Why did logging and the lumber industry become so important in Wisconsin? What products are made from lumber? (Econ)
- Where on a map of Wisconsin was there fur trading, lead mining, and logging? (Geog)
- What cities grew from lead mining and logging in Wisconsin? (Geog)
- What kinds of technology were used in the logging industry? (BH)
- What kinds of communication and transportation were used for the fur trade, lead mining, and logging in Wisconsin? How were they the same or different? (Hist) (Econ)
- Are lead and lumber renewable or non-renewable resources? How do you know? (Geog)
- How did mining and logging affect the local environment? (Geog)
- Where else in the United States were lead mining and logging big industries? How did they affect the environment? How did competition from these other places affect the industries in Wisconsin? (Geog) (Econ)
- What is slavery, and where did the majority of African slaves live in the United States? (PS)
- Were there slaves living in Wisconsin? Why or why not? (PS)
- How did the United States address slavery in the Constitution, the Northwest Territory (of which WI was a part), and the Missouri Compromise? (Reteach). (PS)
- How does our history of slavery affect us in the United States today? (Hist)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2

A. Why and how do people take action in order to solve problems that affect them and others?

B. What kinds of challenges arise when people decide to take action to try to solve problems?

CDQ1.2

A. Why might we want to make changes at local, state, or national levels? How can we promote change in an effective way?

C. How can we work with others (even those who disagree with us) to help make change in society?

Social Studies Standards & Indicators

Behavioral Sciences (BH) :

- SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.
- SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self image and identity.
- SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
- SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).

Economics (Econ):

- SS.Econ1.b.4 Infer potential incentives in a real-world situation.
- SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services.
- SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.
- SS.Econ3.a.4 Investigate how the cost of things changes over time.

Geography (Geog):

- SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)
- SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.
- SS.Geog3.a.5 Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.
- SS.Geog3.b.4 Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.
- SS.Geog4.a.4 Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).
- SS.Geog5.a.3-4 Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time
- SS.Geog5.b.5 Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
- SS.PS1.b.4-5 Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.
- SS.PS2.a.i Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
- SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
- SS.PS4.a.i Compile relevant information to form a political argument and taking other points of view into account.

Important Terms and Points to Consider

- Wisconsin Territory
- Lead Mining
 - “Badger State” and loss of Native land through treaties (more on treaties in the next topic)
- Logging Industry
- Slavery
 - 3/5 Compromise
 - Missouri Compromise

Supporting Resources to Consider

Lesson Plans:

[African Americans in the Lead Mining District](#)

[Wisconsin: Our State Our Story textbook, Chapter 7 & 8](#)

Trade Books:

Lead Mining Towns of Southwest Wisconsin by Carol March McLernon

Logging in Wisconsin by Diana L. Peterson and Carrie M. Ronnander

Freedom Train North: Stories of the Underground Railroad in Wisconsin by Julia Pferdehirt

Activities:

[Joshua Glover Wisconsin Biography](#)

[Abolitionist Broadside](#)

[Founding of Pleasant Ridge](#)

Topic 7: Wisconsin Territory to Seneca Falls Convention

Potential Essential Questions

- How do external factors influence our identity and behavior? (BH)
- How does diversity impact society? (BH)
- How do scarcity and competition influence decision-making? (BH)
- How do the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- What influences perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)
- What influences perspective and interpretation of history? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- How do governments develop and evolve over time? (PS)
- How do the roles, responsibilities, rights, and privileges of people and groups vary under different political and economic systems? (PS)
- How do different political and economic systems affect civic life? (PS)

Focusing Questions for Topic

- What is the difference between a territory and a state? (PS)
- How did the location of Wisconsin Territory lead towards the population wanting to become a state? (Geog)
- How does the map of our area change from Northwest Territory to Wisconsin Territory to the State of Wisconsin? (Hist) (Geog)
- Overall, why did people want Wisconsin to become a state (cause)? (Hist)
- What were some results (effects) of Wisconsin becoming a state? (Hist)
- Where else do we hear about places wanting to become part of the United States? (Washington DC, Puerto Rico) (Hist)
- What are the elements of our state flag? (PS)
- What important points of the Wisconsin Constitution are different from the Constitution of the United States? What parts are the same? (PS)
- What parts of the Wisconsin Constitution can be applied to your local community? (PS)
- What rights and responsibilities are outlined in the Wisconsin Constitution? (PS)
- Why is it important to participate in state elections? (PS)

- How is state government different from tribal or national governments? Who has the most power? (PS)
- What is meant by the federal system of government? (review) (PS)
- What were the causes of the U.S. war with Mexico in 1848? (Hist)
- What were some effects of the U.S. war with Mexico in 1848? (Hist)
- How did the map of the United States change after the Mexican-American War in 1848? (Geog)
- How did the growth of industry in the Northeast United States during this time affect the rest of the country? (Hist)
- Where were cities growing in the United States before 1848? (Geog)
- What are positive and negative aspects of cities? (Geog)
- Why did women plan a big meeting in Seneca Falls, NY in 1848? (Hist)
- What were some effects of the Seneca Falls meeting? (Hist)
- What similarities are there between the Declaration of Sentiments from the Seneca Falls convention and other important U.S. documents? (Hist)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2

A. Why and how do people take action in order to solve problems that affect them and others?

B. What kinds of challenges arise when people decide to take action to try to solve problems?

CDQ1.2

A. Why might we want to make changes at local, state, or national levels? How can we promote change in an effective way?

C. How can we work with others (even those who disagree with us) to help make change in society?

Social Studies Standards & Indicators

Behavioral Sciences (BH) :

- SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.
- SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.
- SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.

Economics (Econ):

- SS.Econ1.b.4 Infer potential incentives in a real-world situation.

Geography (Geog):

- SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)
- SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.
- SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.
- SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.
- SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.
- SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
- SS.PS1.b.4-5 Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.

- SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
- SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
- SS.PS3.a.4-5 Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.
- SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.
- SS.PS4.a.i Compile relevant information to form a political argument and taking other points of view into account.

Important Terms and Points to Consider

- Seneca Falls Convention (1848)

Supporting Resources to Consider

- Constitution of the State of Wisconsin
- Declaration of Sentiments from Seneca Falls Convention

Lesson Plans:

[C3 Inquiry- Call for Change](#)

Wisconsin: Our State Our Story textbook Chapter 5

Trade Books:

Around America to Win the Vote: Two Suffragists, a Kitten, and 10,000 Miles

Book by Mara Rockliff

Activities:

[LOC Women's Suffrage Primary Source Set](#)

[Article: Creation of Wisconsin Territory](#)

[Book Chapter: Establishment of a Territory](#)

Wisconsin Primary Sources:

<https://www.wisconsinhistory.org/Records/Image/IM1991>

<https://www.wisconsinhistory.org/Records/Image/IM7666>

<https://www.wisconsinhistory.org/Records/Image/IM79312>

[Belmont Capitol](#)

[Law Creating Michigan Territory](#)

Fifth Grade

Wisconsin & U.S. Studies from Wisconsin Statehood through the Indian Citizenship Act of 1924

Fifth Grade will be the final portion of a three-year study of Wisconsin and the United States through the lenses of all the strands of social studies. They will begin with a study of Wisconsin and U.S. Geography, map skills, and spatial analysis. The rest of the year is a chronological study of Wisconsin and U.S. history, economics, culture, and political science from the Seneca Falls Convention of 1848 to the Indian Citizenship Act of 1924.

Topics:

1. Wisconsin and U.S. Geography: Regions
2. Early Statehood
3. Civil War and Reconstruction
4. Immigration and Migration
5. Industrialization, Agriculture, Urbanization, and Labor
6. The Progressive Era
7. American Imperialism and World War I
8. Prohibition and Women's Suffrage
9. Indian Citizenship Act

FIFTH GRADE

Topic 1: Wisconsin and US Geography: Regions

Potential Essential Questions

- How do the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)

Focusing Questions for Topic

- What are all the important parts of a map? (date, orientation, grid, scale, title, author, index, legend/key, situation) (Geog)
- When would a map be more helpful than a globe? (Geog)
- When would a satellite image be more helpful than an aerial photograph? (Geog)
- Where is Wisconsin on a map of our country? (Reinforce) (Geog)
- Where are all seven continents found on the map? (Reinforce) (Geog)
- Where are all five oceans found on the map? (Reinforce) (Geog)

- What are some major physical features/landforms in our region, state, and country? (Reinforce) (Geog)
- What are some major urban areas in our state and country? (Reinforce) (Geog)
- What are some positive and negative aspects to urban areas? (Geog)
- Where do most people live in Wisconsin? (Where is the highest population?) (Reinforce) (Geog)
- What is a region? (Reinforce) (Geog)
- What region do I live in? (Reinforce) (Geog)
- What special places can be found in my community, state, and country and why are they important? (example: state and national parks, Great Lakes, cemetery, places of worship) (Geog)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

- HSGQ2.2A: Who lived on the North American continent before the United States existed? What kinds of evidence helps us learn their histories?
- HSGQ2.2B: How does the earlier history of the continent and its diverse peoples persist and remain visible?

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

- HSGQ2.2C: How did different North American environments (e.g., natural and geographic) shape the ways that colonies and, later, states developed?
- HSGQ2.2D: How did various communities decide (or not) where and when to migrate and settle?

CDQ2.2A

How does the environment impact my life and community?

CDQ2.2B

What are my responsibilities for the land that I live on?

- CSGQ2.2B: How do different people build community and engage with the land (e.g., country, state, tribal)?
- CSGQ2.2C : What does "Indigenous" mean? How does it relate to other terms such as "Native American," relevant tribal area names, etc.?
- CSGQ2.2D: What obligations does the term "Indigenous" carry, both from and to America's Native peoples?

- CSGQ2.2E: How do we define and organize our land in terms of political and economic structures?

Social Studies Standards & Indicators

Geography (Geog):

- SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)
- SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images
- SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.
- SS.Geog2.c.5 Describe population changes in their state, and country over time.
- SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.

Political Science (PS):

- SS.PS3.a.4-5 Investigate reasons why citizens participate in elections.
- Identify their role in government at the local, state, tribal, and federal levels.
- SS.PS3.d.5 Provide examples of how different governments solve problems.

Important Terms and Points to Consider

- (Reinforce) Absolute vs. Relative Location
- (Reinforce) Latitude/Longitude
- (Reinforce) Region
- (Reinforce) Urban vs. Suburban vs. Rural vs. Tribal
- (Reinforce) Identify on a world map:
 - all seven continents
 - (4 or 5) oceans
- (Reinforce) Identify on a U.S. map:
 - Physical geography/landforms (major mountain ranges, major rivers, major lakes, etc)
 - Regions of the U.S.
 - Major U.S. cities (New York, Chicago, Los Angeles, etc)
- (Reinforce) Identify on a Wisconsin map:
 - Physical geography/landforms (Lake Superior & Lake Michigan, Wisconsin River, forest, glaciated area, wetland, prairie/plain, and your own local physical geography)

- Regions of Wisconsin
- Large urban areas (Milwaukee Metro, Madison/Janesville/Beloit, Fox Valley, Racine/Kenosha, Eau Claire)

**Note: You will continue to come back to map work throughout the school term*

Supporting Resources to Consider

Lesson Plans:

[Old Map, New Map: Let's Compare](#) from the Wisconsin Historical Society

[Comparing Historical Maps of Boston](#) (review 4th grade learning) from National Geographic

[Satellite Imagery and Change Over Time](#) from National Geographic

[Teaching Directions, Maps, and Coordinates](#) by Jenny Parma, Curriculum by Diane Petersen and Karen Dvornich through Edutopia (2009)

Suggested Additional Texts:

[Wisconsin Indian Treaties and Tribal Sovereignty](#) from Wisconsin First Nations: American Indian Studies in Wisconsin

[Seats of Government](#) from Wisconsin First Nations: American Indian Studies in Wisconsin

Topic 2: Early Statehood

Potential Essential Questions

- How does diversity impact society? (BH)
- What is the relationship between decision-making and economic outcomes? (Econ)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- How do economics, politics, culture, and behavior influence perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)
- What influences perspective and interpretation of history? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- How do governments develop and evolve over time? (PS)
- How do different political and economic systems affect civic life? (PS)
- How and why are governments created, structured, maintained, and changed? (PS)
- What knowledge and skills are needed to participate effectively in our political system? (PS)

Focusing Questions for Topic

- What stayed the same and what changed in our state during the time between Wisconsin statehood and the Civil War? (Hist)
- What important points of the Wisconsin Constitution are different from the Constitution of the United States? What parts are the same? (review) (PS)
- What parts of the Wisconsin Constitution can be applied to your local community? (review) (PS)
- What rights and responsibilities are outlined in the Wisconsin Constitution? (review) (PS)
- Why is it important to participate in state elections? (review) (PS)
- How is state government different from tribal or national governments? Who has the most power? (review) (PS)
- What is meant by the federal system of government? (review) (PS)
- Why do we have both a state and federal constitution? (PS)
- What is meant by majority rule with minority rights? (PS)
- What are key points to the Universal Declaration of Human Rights? (PS)

- How is the Universal Declaration of Human Rights similar to the Wisconsin and U.S. Constitution? (PS)
- How is the structure of our state government similar to the national government? (PS)
- Why did Wisconsin choose to nullify the Fugitive Slave Act, and why is that important to know? (Hist)
- How does a person become a citizen of the United States? (PS)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2A

Why and how do people take action in order to solve problems that affect them and others?

HSGQ1.2A

What have people done when they thought something was wrong in their community? in their state? in the United States?

HSGQ1.2B

What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?

HSGQ1.2D

What or who are some great exemplars of civic action or constructive dissent in the United States?

HSGQ1.2E

What has tended to motivate people to engage in civic action throughout history?

HDQ1.2B

What kinds of challenges arise when people decide to take action to try to solve problems?

HSGQ1.2C

What have people done from positions of disempowerment to achieve change?

CDQ1.2A

Why might we want to make changes at local, state, or national levels? How can we promote change in an effective way?

CSGQ1.2A

What does public service and leadership look like locally, in a state, or nationally? (e.g., civil, religious, elected, official, or non-official)

CSGQ1.2B

What forms can civic action take? (e.g., voting, running for office, participating in a social movement or political party, working on community problem solving, researching a problem, and using your voice to advocate a solution, using expertise to offer policy guidance)

CSGQ1.2C

What qualities of character, virtues, or values make a good citizen, resident, and/or leader?

CDQ1.2B

Why might you question decisions that are made for/in your community?

CSGQ1.2D

How can we ensure our and others' opinions are both authentic and informed?

CDQ1.2C

How can we work with others (even those who disagree with us) to help make change in society?

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HSGQ2.2B

How does the earlier history of the continent and its diverse peoples persist and remain visible?

HSGQ2.2C

How did different North American environments (e.g., natural and geographic) shape the ways that colonies and, later, states developed?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

CSGQ2.2A

Who are the peoples that live on the North American continent? What connects and/or separates them?

CSGQ2.2B

How do different people build community and engage with the land (e.g., country, state, tribal)?

CSGQ2.2E How do we define and organize our land in terms of political and economic structures?

HDQ3.2A

How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?

HSGQ3.2A

How have definitions of “citizenship” [a “citizen”] changed over time?

HSGQ3.2B

Where, when, and why have people from different parts of the world come to the U.S.? What were the consequences of those migrations, forced and free?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

CDQ3.2A

What does it mean to be “a people”?

CDQ3.2B

Why do societies have governments?

CSGQ3.2C

What makes a good government? for citizens? for residents?

CDQ3.2C

How are people involved in different kinds/levels/parts of government?

CSGQ3.2A

What do people want (or not want) government to do for us? What principles or values do Americans invoke when debating these issues?

CDQ3.2D

How does sharing a government contribute to forming a people at the local, state, and national levels?

CSGQ4.2A

Why are the concepts of representation, majority vote/minority rule, and rule of law important for a democracy?

CSGQ4.2B

Why do our governments not decide all issues by elections or majority popular vote?

CSGQ4.2C

How does the Constitution protect people’s rights?

CSGQ4.2D

How can a document inherited from the founders be a document for all citizens and non-citizens? How does the U.S. Constitution include all races, gender identities, and marginalized groups?

HSGQ5.2A

How have Native Americans fought to defend tribal sovereignty and to gain civil rights in the United States?

CDQ5.2A

What are the institutional and non-institutional ways that people have made changes to society?

CSGQ5.2A

How can groups and individuals transform the United States?

CSGQ5.2B

How have individuals and groups used agency in the face of oppression (e.g., political, economic, or civil inequality)?

CSGQ5.2C

What are the various strategies and processes (e.g., elections, protests, social movements, litigation, etc.) that people can use to bring about social change?

CSGQ5.2D

What are the roles of education, entrepreneurship, and innovation in bringing change?

CSGQ5.2E

What civic virtues and values are needed for people to make change together?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

Social Studies Standards & Indicators

Behavioral Sciences (BH)

- SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings

Economics (Econ):

- SS.Econ4.c.5 Discuss reasons a government taxes people.

Geography (Geog):

- SS.Geog2.c.5 Describe population changes in their state, and country over time.

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.
- SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.
- SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.
- SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.
- SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
- SS.PS1.b.4-5 Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.
- SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).

- SS.PS2.b.5 Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).
- SS.PS3.a.4-5 Investigate reasons why citizens participate in elections.
- Identify their role in government at the local, state, tribal, and federal levels.
- SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.
- SS.PS4.a.i Compile relevant information to form a political argument and taking other points of view into account.
- SS.PS4.b.5 Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.

Important Terms and Points to Consider

- Federalism (as a government structure, and how it aids in leading to the Civil War)
- Majority Rule with Minority Rights
- Universal Declaration of Human Rights

Supporting Resources to Consider

Lesson Plans:

[Declare the Causes: The Declaration of Independence](#) from EDSITEment through the National Endowment for the Humanities (refresh)

[Bill of Rights for Elementary School Students](#) from New Hampshire Civics (refresh)

[Voices & Votes: How Democracy Works in Wisconsin](#) (Teacher's Guide and Student Materials) by Bobbie Malone, et al.

Suggested Additional Texts:

[Teaching About Wisconsin](#) Resources from the Wisconsin Department of Public Instruction

[Hands On History and other Interactive Programs for the Elementary Classroom](#) from the Wisconsin Historical Society

[The Legend of Wisconsin](#) by Kathy-Jo Wargin

[Wisconsin Constitution](#)

[The Constitution of the United States](#)

[Universal Declaration of Civil Rights](#)

Topic 3: Civil War and Reconstruction

Potential Essential Questions

- How does diversity impact society? (BH)
- How do external factors influence our identity and behavior? (BH)
- How do scarcity and competition influence decision-making? (Econ)
- What is the relationship between decision-making and economic outcomes? (Econ)
- How do the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- How do economics, politics, culture, and behavior influence perspective and interpretation of history? (Hist)
- What influences perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- How do governments develop and evolve over time? (PS)
- How do different political and economic systems affect civic life? (PS)
- How and why are governments created, structured, maintained, and changed? (PS)
- What knowledge and skills are needed to participate effectively in our political system? (PS)

Focusing Questions for Topic

- What caused the Civil War? (Hist)
- What was happening in the South that caused tension with the North, and vice versa? (Hist)
- What kinds of product markets were found in the South? In the North? How did slavery in the South affect those markets? (Econ)
- How did taxes affect the start of the Civil War? (Econ)
- How can we use maps and geographic data to better understand the Civil War? (Geog)
- What types of maps would help us understand issues leading to the Civil War? (Geog)
- What kinds of new technologies were used in the Civil War, and how did they change people's lives? (BH)

- Why do Northerners and Southerners view the Civil War differently, even today? (Hist)
- How was Wisconsin involved in the Civil War? (Hist)
- The North and South had different political and economic systems. How did this affect those parts of our country? (PS)
- What are some unintended costs of the Civil War? (Econ)
- What types of things influence how we view the past? (Hist)
- How does the Civil War affect our country today? (Hist)
- How did the national government change after the Civil War? (PS)
- What did the 13th, 14th, and 15th Amendments (the “Civil War Amendments”) do, and why is this important? (PS) (BH)
- How did the Civil War affect Wisconsin? (PS)
- How did the country come back together after the Civil War? (Hist)
- What is the difference between “freedom,” “justice,” and “equality”? Were these political ideals met by the end of the Civil War? (PS)
- If the Universal Declaration of Human Rights had existed at the end of the Civil War, does it reflect what occurred during Reconstruction? (PS)
- How were African-American rights not upheld during Reconstruction? (PS)
- How were First Nations treated during Reconstruction? (PS)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2A

Why and how do people take action in order to solve problems that affect them and others?

HSGQ1.2A

What have people done when they thought something was wrong in their community? in their state? in the United States?

HSGQ1.2B

What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?

HSGQ1.2D

What or who are some great exemplars of civic action or constructive dissent in the United States?

HSGQ1.2E

What has tended to motivate people to engage in civic action throughout history?

HDQ1.2B

What kinds of challenges arise when people decide to take action to try to solve problems?

HSGQ1.2C

What have people done from positions of disempowerment to achieve change?

CDQ1.2A

Why might we want to make changes at local, state, or national levels? How can we promote change in an effective way?

CSGQ1.2A

What does public service and leadership look like locally, in a state, or nationally? (e.g., civil, religious, elected, official, or non-official)

CSGQ1.2B

What forms can civic action take? (e.g., voting, running for office, participating in a social movement or political party, working on community problem solving, researching a problem, and using your voice to advocate a solution, using expertise to offer policy guidance)

CSGQ1.2C

What qualities of character, virtues, or values make a good citizen, resident, and/or leader?

CDQ1.2B

Why might you question decisions that are made for/in your community?

CSGQ1.2D

How can we ensure our and others' opinions are both authentic and informed?

CDQ1.2C

How can we work with others (even those who disagree with us) to help make change in society?

CDQ1.2B

Why might you question decisions that are made for/in your community?

CSGQ1.2D

How can we ensure our and others' opinions are both authentic and informed?

CDQ1.2C

How can we work with others (even those who disagree with us) to help make change in society?

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HSGQ2.2C

How did different North American environments (e.g., natural and geographic) shape the ways that colonies and, later, states developed?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

HSGQ2.2D

How did various communities decide (or not) where and when to migrate and settle?

CDQ2.2A How does the environment impact my life and community?

CSGQ2.2E How do we define and organize our land in terms of political and economic structures?

CDQ2.2B

What are my responsibilities for the land that I live on?

CDQ2.2C

How has the concept of what it means to be a "people" changed over time?

CSGQ2.2A

Who are the peoples that live on the North American continent? What connects and/or separates them?

CSGQ2.2B

How do different people build community and engage with the land (e.g., country, state, tribal)?

HDQ3.2A

How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?

HSGQ3.2A

How have definitions of "citizenship" [a "citizen"] changed over time?

HSGQ3.2B

Where, when, and why have people from different parts of the world come to the U.S.? What were the consequences of those migrations, forced and free?

HSGQ3.2E

How have ideas about political, religious, and economic liberty and about race affected the shape of those migrations over time?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HSGQ3.2F

How do the stories of Indigenous Americans, African Americans, Euro- Americans, Asian Americans, and Latinos and Latinas help us better understand who we are?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

HSGQ3.2D

How and why did people support, perpetuate, resist, or combat enslavement in U.S. history and society?

CDQ3.2A

What does it mean to be "a people"?

CSGQ3.2E

The nation's motto is E Pluribus Unum. How can we be one people when we are also citizens, members, or residents of towns, cities, states, and tribal nations?

CDQ3.2B

Why do societies have governments?

CSGQ3.2C

What makes a good government? for citizens? for residents?

CDQ3.2C

How are people involved in different kinds/levels/parts of government?

CSGQ3.2A

What do people want (or not want) government to do for us? What principles or values do Americans invoke when debating these issues?

CDQ3.2D

How does sharing a government contribute to forming a people at the local, state, and national levels?

HSGQ4.2C

What were the various perspectives of colonists (e.g., French, Spanish, British, land-owning and indentured, etc.) and non-colonists (enslaved people and Native Americans) on the Revolution?

HSGQ4.2D

How have religious beliefs influenced our political and economic ideas, debates, and laws?

HSGQ4.2E

How did debates over enslavement and immigration affect the choices made in the Constitution?

CSGQ4.2A

Why are the concepts of representation, majority vote/minority rule, and rule of law important for a democracy?

CSGQ4.2B

Why do our governments not decide all issues by elections or majority popular vote?

CSGQ4.2C

How does the Constitution protect people's rights?

CSGQ4.2D

How can a document inherited from the founders be a document for all citizens and non-citizens? How does the U.S. Constitution include all races, gender identities, and marginalized groups?

HDQ5.2A

How has access to citizenship changed over time in the U.S.?

HDQ5.2B

How have people improved U.S. society over time?

HDQ5.2C

How have [...people living in the United States...] resisted or reacted to the expansion of rights and citizenship claims?

HSGQ5.2C

What were the causes, consequences, and compromises of the Civil War?

HSGQ5.2D

How did enslaved people and their allies resist and formally abolish enslavement in the U.S.?

HSGQ5.2E

What was Reconstruction? How did the 13th, 14th, and 15th Amendments expand civil rights?

HSGQ5.2F

How did individuals and groups fight against continued oppression (e.g., black codes, Jim Crow, redlining) post abolition of enslavement and the end of Reconstruction?

CDQ5.2A

What are the institutional and non-institutional ways that people have made changes to society?

CSGQ5.2A

How can groups and individuals transform the United States?

CSGQ5.2B

How have individuals and groups used agency in the face of oppression (e.g., political, economic, or civil inequality)?

CSGQ5.2C

What are the various strategies and processes (e.g., elections, protests, social movements, litigation, etc.) that people can use to bring about social change?

CSGQ5.2D

What are the roles of education, entrepreneurship, and innovation in bringing change?

CSGQ5.2E

What civic virtues and values are needed for people to make change together?

HDQ6.1A

How and why has the United States interacted with other nations and regions of the world?

HDQ6.1B

How do our actions impact the world and how do things that happen in the world impact us?

CSGQ6.1A

How do we describe our place in the world?

CSGQ6.1B

How do our experiences and communities shape who we are?

CSGQ6.1C

How can we learn about the characteristics of other communities?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
- SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings
- SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).

Economics (Econ):

- SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.
- SS.Econ4.c.5 Discuss reasons a government taxes people.
- SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.

Geography (Geog):

- SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)
- SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images
- SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.

History ? (Hist)

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.
- SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.
- SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.
- SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.
- SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
- SS.PS1.b.4-5 Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.

- SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
- SS.PS2.b.5 Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).
- SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
- SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.
- SS.PS3.d.5 Provide examples of how different governments solve problems.
- SS.PS4.a.i Compile relevant information to form a political argument and taking other points of view into account.
- SS.PS4.b.5 Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.

Important Terms and Points to Consider

- Causes of Civil War

Iron Brigade (WI)

- Effects of the Civil War
- Reconstruction

Supporting Resources to Consider

Lesson Plans

[Civil War Monuments Elementary Lesson Plan](#) from the Wisconsin Historical Society

[Civil War Curriculum Lesson Plans: Elementary School](#) from American Battlefields Trust

[Learning History Through Objects: The American Civil War](#) from the National Museum of African American History and Culture (lesson is 6th+ but could be scaled to 5th grade expectations)

Suggested Additional Texts:

[The Legend of Old Abe: A Civil War Eagle](#) by Kathy-Jo Wargin

[Pink and Say](#) by Patricia Polacco

[If You Were a Kid During the Civil War](#) by Wil Mara

[Before She Was Harriet](#) by Lesa Cline-Ransome

[Henry's Freedom Box](#) by Ellen Levine

[Heart & Soul: The Story of America and African Americans](#) by Kadir Nelson

Topic 4: Immigration and Migration

Potential Essential Questions

- How does diversity impact society? (BH)
- How do scarcity and competition influence decision-making? (Econ)
- What is the relationship between decision-making and economic outcomes? (Econ)
- How do the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- How do economics, politics, culture, and behavior influence perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)
- What influences perspective and interpretation of history? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- How do different political and economic systems affect civic life? (PS)
- How and why are governments created, structured, maintained, and changed? (PS)
- How do governments develop and evolve over time? (PS)

Focusing Questions for Topic

- What groups immigrated to the United States and Wisconsin over time? (Hist)
- How has the immigrant population of Wisconsin changed over time? (Geog)
- How has the immigrant population of the US changed over time? (Geog)
- How can we use maps to understand immigration and migration of people? (Geog)
- What role can economics play in immigration or migration? (Econ)
- What are examples of push and pull factors of immigration and migration? (Geog)
- What were some causes of immigration and migration of people in Wisconsin? (Hist)
- What are some effects of immigration and migration of people in Wisconsin? (Hist)
- How have immigrant populations changed our political system (state and national) over time? (PS) (Hist)
- How have immigrant populations changed our economic system (state and national) over time? (Econ) (Hist)
- How do immigrant populations affect urban areas? (Geog)

- What cities in Wisconsin grew because of immigration? (Geog)
- What are some examples of historic misunderstandings regarding immigrants? (ex: Chinese Exclusion Act) (BH)
- Why are immigrant/migrant groups important to change over time in the State of Wisconsin? (ex: First Nations from the East and South, German, Norwegian, Hmong, Hispanic) (Hist)
- How do different groups view immigration? (Hist)
- What is meant by majority rule with minority rights? (PS)
- What are basic human liberties that our state and national constitutions promise to everyone, and why is this important in a discussion about immigration? (ex: thought, expression, privacy, religion) (PS)
- What are the steps for someone who was not born in the United States to become a citizen? (PS)
- Why would an immigrant want to become a U.S. citizen? (PS)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

HSGQ2.2D

How did various communities decide (or not) where and when to migrate and settle?

CDQ2.2C

How has the concept of what it means to be a "people" changed over time?

CSGQ2.2A

Who are the peoples that live on the North American continent? What connects and/or separates them?

CSGQ2.2B

How do different people build community and engage with the land (e.g., country, state, tribal)?

CSGQ2.2E How do we define and organize our land in terms of political and economic structures?

HDQ3.2A

How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?

HSGQ3.2A

How have definitions of “citizenship” [a "citizen"] changed over time?

HSGQ3.2B

Where, when, and why have people from different parts of the world come to the U.S.? What were the consequences of those migrations, forced and free?

HSGQ3.2E

How have ideas about political, religious, and economic liberty and about race affected the shape of those migrations over time?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HSGQ3.2F

How do the stories of Indigenous Americans, African Americans, Euro- Americans, Asian Americans, and Latinos and Latinas help us better understand who we are?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

CDQ3.2A

What does it mean to be "a people"?

CSGQ3.2E

The nation’s motto is E Pluribus Unum. How can we be one people when we are also citizens, members, or residents of towns, cities, states, and tribal nations?

CDQ3.2B

Why do societies have governments?

CSGQ3.2C

What makes a good government? for citizens? for residents?

CDQ3.2C

How are people involved in different kinds/levels/parts of government?

CSGQ3.2A

What do people want (or not want) government to do for us? What principles or values do Americans invoke when debating these issues?

CDQ3.2D

How does sharing a government contribute to forming a people at the local, state, and national levels?

HSGQ4.2D

How have religious beliefs influenced our political and economic ideas, debates, and laws?

CSGQ4.2C

How does the Constitution protect people’s rights?

CSGQ4.2D

How can a document inherited from the founders be a document for all citizens and non-citizens? How does the U.S. Constitution include all races, gender identities, and marginalized groups?

HDQ5.2A

How has access to citizenship changed over time in the U.S.?

HDQ5.2B

How have people improved U.S. society over time?

HDQ5.2C

How have [...people living in the United States...] resisted or reacted to the expansion of rights and citizenship claims?

HSGQ5.2B

What opportunities and challenges did the Industrial Revolution create?

CDQ5.2A

What are the institutional and non-institutional ways that people have made changes to society?

CSGQ5.2A

How can groups and individuals transform the United States?

CSGQ5.2B

How have individuals and groups used agency in the face of oppression (e.g., political, economic, or civil inequality)?

CSGQ5.2C

What are the various strategies and processes (e.g., elections, protests, social movements, litigation, etc.) that people can use to bring about social change?

CSGQ5.2D

What are the roles of education, entrepreneurship, and innovation in bringing change?

CSGQ5.2E

What civic virtues and values are needed for people to make change together?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
- SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings

Economics (Econ):

- SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.
- SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.

Geography (Geog):

- SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)
- SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world.
- SS.Geog2.c.5 Describe population changes in their state, and country over time.
- SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.

- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.
- SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.
- SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.
- SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.
- SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
- SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
- SS.PS2.b.5 Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).
- SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
- SS.PS3.a.4-5 Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.
- SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.
- SS.PS3.d.5 Provide examples of how different governments solve problems.

Important Terms and Points to Consider

- Immigration
- Migration

Supporting Resources to Consider

Lesson Plans:

[Upper Elementary Im/migration Unit Plan](#) from the Tenement Museum

[Angel Island Immigration Station: Exploring Borders and Belonging in US History](#) from Facing History and Ourselves

[They're Coming to America: Immigrants Past and Present](#) from PBS Learning Media

Suggested Additional Texts:

[We Came to America](#) by Faith Ringgold

[Her Right Foot](#) by Dave Eggers

[When Jessie Came Across the Sea](#) by Amy Hest

[The Matchbox Diary](#) by Paul Fleischman

[I Pledge Allegiance](#) by Pat Mora and Libby Martinez

[The Arrival](#) by Shaun Tan

[Coolies](#) by Yin

[Ten Myths About Immigration](#) from Learning for Justice through the Southern Poverty Law Center (SPLC)

Topic 5: Industrialization, Agriculture, Urbanization, and Labor

Potential Essential Questions

- How do external factors influence our identity and behavior? (BH)
- How do scarcity and competition influence decision-making? (Econ)
- What is the relationship between decision-making and economic outcomes? (Econ)
- What impacts a person's way of life or standard of living? (Econ)
- How do the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Geog)
- How do economics, politics, culture, and behavior influence perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)
- What influences perspective and interpretation of history? (Hist)
- How do different political and economic systems affect civic life? (PS)
- How do different political and economic systems affect civic life? (PS)

Focusing Questions for Topic

- What economic changes occurred in Wisconsin between 1830 and 1900? (Econ)
- What economic changes occurred in the United States between 1830 and 1900? (Econ)
- What does the term “industrialization” mean? (Econ)
- What is the Industrial Revolution? (Econ)
- What is an unintended consequence of the Industrial Revolution? (Econ)
- What kinds of new technologies helped start and maintain the Industrial Revolution, and how did they affect people’s lives? (BH)
- What does the term “urbanization” mean? (Geog)
- What are examples of fast- growing urban areas between the Civil War and 1900? (Geog)
- What are some positive and negative factors of cities? (Geog)
- What maps would be helpful to understand the economic changes in Wisconsin and the U.S. between 1830 and 1900? (Geog)
- How do available resources affect economic decision making? (Geog) (Econ)

- How does competition affect the prices of goods and services? (Econ)
- How and why did the labor movement start in Wisconsin? (Econ)
- How was the Wisconsin labor movement similar and different from the U.S. labor movement? (Econ) (Hist)
- In what ways do banks affect what you can buy? (Econ)
- In what ways does the state and national government affect what you buy? (Econ)
- Why does a government tax people? (Econ)
- What is the difference between a renewable and a non-renewable resource? (Geog)
- How did lead mining help form the state of Wisconsin? Is lead a renewable or non-renewable resource? (Geog)
- How did lead mining in Wisconsin affect the United States? (Geog)
- How did lead mining in Wisconsin affect the local environment? (Geog)
- Why did lead mining stop in Wisconsin? (Geog)
- How did agriculture help people in Wisconsin? (Econ)
- How does Wisconsin agriculture affect people across the United States? (Econ)
- What are the most common agriculture crops in Wisconsin? (Econ)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2A

Why and how do people take action in order to solve problems that affect them and others?

HSGQ1.2A

What have people done when they thought something was wrong in their community? in their state? in the United States?

HSGQ1.2B

What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?

HSGQ1.2D

What or who are some great exemplars of civic action or constructive dissent in the United States?

HSGQ1.2E

What has tended to motivate people to engage in civic action throughout history?

HDQ2.2A

Why should we learn about the history of the land we inhabit?

HDQ2.2B

How did different groups of people understand and express their connections to the land?

HDQ2.2C

How did land change the ways people live, govern, and migrate? And how did people's choices change the land?

HSGQ2.2D

How did various communities decide (or not) where and when to migrate and settle?

CSGQ2.2B

How do different people build community and engage with the land (e.g., country, state, tribal)?

HDQ3.2A

How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?

HSGQ3.2A

How have definitions of "citizenship" [a "citizen"] changed over time?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HSGQ3.2F

How do the stories of Indigenous Americans, African Americans, Euro- Americans, Asian Americans, and Latinos and Latinas help us better understand who we are?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

CDQ3.2A

What does it mean to be "a people"?

CDQ3.2B

Why do societies have governments?

CSGQ3.2C

What makes a good government? for citizens? for residents?

CDQ3.2C

How are people involved in different kinds/levels/parts of government?

CSGQ3.2A

What do people want (or not want) government to do for us? What principles or values do Americans invoke when debating these issues?

CDQ3.2D

How does sharing a government contribute to forming a people at the local, state, and national levels?

HDQ5.2A

How has access to citizenship changed over time in the U.S.?

HDQ5.2B

How have people improved U.S. society over time?

HDQ5.2C

How have [...people living in the United States...] resisted or reacted to the expansion of rights and citizenship claims?

HSGQ5.2B

What opportunities and challenges did the Industrial Revolution create?

CDQ5.2A

What are the institutional and non-institutional ways that people have made changes to society?

CSGQ5.2A

How can groups and individuals transform the United States?

CSGQ5.2B

How have individuals and groups used agency in the face of oppression (e.g., political, economic, or civil inequality)?

CSGQ5.2C

What are the various strategies and processes (e.g., elections, protests, social movements, litigation, etc.) that people can use to bring about social change?

CSGQ5.2D

What are the roles of education, entrepreneurship, and innovation in bringing change?

CSGQ5.2E

What civic virtues and values are needed for people to make change together?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people’s lives (for better or worse).

Economics (Econ):

- SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.
- SS.Econ3.b.5 Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.
- SS.Econ4.b.4-5 Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).
- SS.Econ4.c.5 Discuss reasons a government taxes people.
- SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.

Geography (Geog):

- SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)
- SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images
- SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.
- SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world.
- SS.Geog2.c.5 Describe population changes in their state, and country over time.
- SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.
- SS.Geog3.a.5 Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.
- SS.Geog5.b.5 Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.

Political Science: (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
- SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
- SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
- SS.PS3.d.5 Provide examples of how different governments solve problems.

Important Terms and Points to Consider

- Urbanization
- Industrial Revolution
- Lead mining in WI
- Agriculture in WI

Supporting Resources to Consider

Lesson Plans:

[Industrial Revolution: Uncovering America](#) from PBS Learning Media

[Cesar Chavez: Labor Leader and Civil Rights Activist](#) from PBS Learning Media

[Child Labor Lesson Plan from](#) the Jane Adams Project (marked as 6th grade)

[Analyzing a Child Labor Photograph](#) from DocsTeach at the National Archives

Suggested Additional Texts:

[Night Job](#) by Karen Hesse

Kid Blink Beats the World by Don Brown

[On Our Way to Oyster Bay: Mother Jones and Her March for Children's Rights](#) by Monica Kulling

[Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909](#) by Michelle Markel

Activities:

Family interview gathering insight into students' families and their heritage/culture

[Curriculum Materials](#) from Ellis Island Part of Statue of Liberty National Monument (National Park Service)

[An Ellis Island Expedition](#) from Ellis Island Part of Statue of Liberty National Monument (National Park Service)

[Interactive Tour of Ellis Island](#) from Scholastic

[Virtual Field Trip to Ellis Island](#) from Scholastic

Topic 6: The Progressive Era

Potential Essential Questions

- How does diversity impact society? (BH)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- How do economics, politics, culture, and behavior influence perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)
- What influences perspective and interpretation of history? (Hist)
- How do governments develop and evolve over time? (PS)
- How do different political and economic systems affect civic life? (PS)
- How and why are governments created, structured, maintained, and changed? (PS)
- What knowledge and skills are needed to participate effectively in our political system? (PS)

Focusing Questions for Topic

- What is meant by “The Progressive Era”? (Hist)
- Who was Bob LaFollette and why is he important to Wisconsin? (PS)(Hist)
- What caused the Progressive Era? (Hist)
- What kinds of changes did Progressives want to see happen? (PS)
- How does the Progressive Idea tie to diversity in Wisconsin? (BH)
- How is the movement of people a cause of the Progressive Era? (Geog)
- One criticism of the Progressive Movement is that it only helped a small group of people. Who benefitted the most? (Hist)
- How did the population of Wisconsin change during the Progressive Era? (Geog)
- Why is the Progressive Movement often called “The Gilded Age”? (Hist)
- How did the Progressive Era affect people living in cities? (Geog)
- How does the work of the Progressive Movement tie to industrialization and urbanization? (Econ)
- What kinds of changes were made in Wisconsin law under the Progressives? (PS)
- How did socialism grow in Milwaukee? (Econ)
- How was Milwaukee socialism different than the Progressive model? (PS)
- Why do people participate in elections? (PS)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2A

Why and how do people take action in order to solve problems that affect them and others?

HSGQ1.2A

What have people done when they thought something was wrong in their community? in their state? in the United States?

HSGQ1.2B

What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?

HSGQ1.2D

What or who are some great exemplars of civic action or constructive dissent in the United States?

HSGQ1.2E

What has tended to motivate people to engage in civic action throughout history?

HSGQ3.2A

How have definitions of "citizenship" [a "citizen"] changed over time?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HSGQ3.2B

Where, when, and why have people from different parts of the world come to the U.S.? What were the consequences of those migrations, forced and free?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

CDQ3.2B

Why do societies have governments?

CSGQ3.2C

What makes a good government? for citizens? for residents?

CDQ3.2C

How are people involved in different kinds/levels/parts of government?

CSGQ3.2A

What do people want (or not want) government to do for us? What principles or values do Americans invoke when debating these issues?

CDQ3.2D

How does sharing a government contribute to forming a people at the local, state, and national levels?

HDQ5.2A

How has access to citizenship changed over time in the U.S.?

HDQ5.2B

How have people improved U.S. society over time?

HDQ5.2C

How have [...people living in the United States...] resisted or reacted to the expansion of rights and citizenship claims?

HSGQ5.2B

What opportunities and challenges did the Industrial Revolution create?

HSGQ5.2F

How did individuals and groups fight against continued oppression (e.g., black codes, Jim Crow, redlining) post abolition of enslavement and the end of Reconstruction?

CDQ5.2A

What are the institutional and non-institutional ways that people have made changes to society?

CSGQ5.2A

How can groups and individuals transform the United States?

CSGQ5.2B

How have individuals and groups used agency in the face of oppression (e.g., political, economic, or civil inequality)?

CSGQ5.2C

What are the various strategies and processes (e.g., elections, protests, social movements, litigation, etc.) that people can use to bring about social change?

CSGQ5.2D

What are the roles of education, entrepreneurship, and innovation in bringing change?

CSGQ5.2E

What civic virtues and values are needed for people to make change together?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
- SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings

Geography (Geog):

- SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world.
- SS.Geog2.c.5 Describe population changes in their state, and country over time.
- SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.
- SS.Geog5.b.5 Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
- SS.PS1.b.4-5 Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.
- SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
- SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
- SS.PS3.a.4-5 Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.
- SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.
- SS.PS3.d.5 Provide examples of how different governments solve problems.
- SS.PS4.a.i Compile relevant information to form a political argument and taking other points of view into account.
- SS.PS4.b.5 Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.

Important Terms and Points to Consider

- Progressive Era
- Bob La Follette
- Sewer Socialists
- Progressive for whom?
- Gilded Age

Supporting Resources to Consider

Lesson Plans:

[Belle Case LaFollette: Ballots and Bloomers](#) from Wisconsin Biographies through PBS Wisconsin Education

[The Progressive Era Unit Plan](#) from Bringing History home through Teaching History

[The Progressive Era Historical Convention](#) from the Jane Addams Project

[Social Work Lesson Plan](#) from the Jane Addams Project

[The Progressive Era](#) resources from PBS Learning Media

Suggested Additional Texts:

[Cheyenne Again](#) by Eve Bunting

[This is the Rope: A Story from the Great Migration](#) by Jacqueline Woodson

[Biography of Robert M. LaFollette](#) from the Wisconsin Historical Society

Topic 7: American Imperialism and World War I

Potential Essential Questions

- How does diversity impact society? (BH)
- How do external factors influence our identity and behavior? (BH)
- How do scarcity and competition influence decision-making? (Econ)
- What is the relationship between decision-making and economic outcomes? (Econ)
- How do the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- How do economics, politics, culture, and behavior influence perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)
- What influences perspective and interpretation of history? (Hist)
- How do governments develop and evolve over time? (PS)
- How do different political and economic systems affect civic life? (PS)
- How and why are governments created, structured, maintained, and changed? (PS)

Focusing Questions for Topic

- Why is the Spanish-American War in 1898 important to the United States? (Hist)
- What does “imperialism” mean? (PS)
- Over what areas did the United States become protectors after the Spanish-American War? (Geog)
- The United States “won” the Spanish-American war. How does this still affect our country today? (Hist)
- Why does a government tax people? (Econ)
- What were some unintended consequences of the Spanish-American War? (Econ)
- How did Woodrow Wilson’s Neutrality Statement affect the United States? (Hist)
- What were the causes of World War I? (Hist)
- What new technologies were invented during World War I, and how did that change people’s lives? (BH)
- How did World War I affect people living in Wisconsin? (Hist)
- Why was Wisconsin called a “traitor state” during World War I? (Hist)

- Why did different groups view the war in a different way? (Hist)
- How were some groups protected under the constitution during the war, and others were not? (PS)
- What were some effects of World War I on the United States? On Wisconsin? (Hist)
- How did the population change in Wisconsin during and just after World War I? (Geog)
- What maps would help the most in understanding World War I? (Geog)
- What are the powers of the national government during war time? (PS)

EAD Driving (DQ) and Guiding (GQ) Questions

HSGQ3.2A

How have definitions of “citizenship” [a "citizen"] changed over time?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

CDQ3.2A

What does it mean to be "a people"?

CDQ3.2B

Why do societies have governments?

CDQ3.2C

How are people involved in different kinds/levels/parts of government?

CSGQ3.2A

What do people want (or not want) government to do for us? What principles or values do Americans invoke when debating these issues?

CDQ3.2D

How does sharing a government contribute to forming a people at the local, state, and national levels?

HSGQ4.2D

How have religious beliefs influenced our political and economic ideas, debates, and laws?

CSGQ4.2A

Why are the concepts of representation, majority vote/minority rule, and rule of law important for a democracy?

CSGQ4.2C

How does the Constitution protect people’s rights?

CSGQ4.2D

How can a document inherited from the founders be a document for all citizens and non-citizens? How does the U.S. Constitution include all races, gender identities, and marginalized groups?

HDQ5.2A

How has access to citizenship changed over time in the U.S.?

HDQ5.2B

How have people improved U.S. society over time?

HDQ6.1A

How and why has the United States interacted with other nations and regions of the world?

HSGQ6.1C

How have you connected with other people in your family, school community, or the world?

HSGQ6.1D

Where do things we eat and use come from, and how do they get here?

HSGQ6.1E

Why should we learn about the world?

HDQ6.1B

How do our actions impact the world and how do things that happen in the world impact us?

HSGQ6.1A

How have your actions affected others in your family or school community? How have your actions affected people outside of your family or school community?

HSGQ6.1B

How have other people's actions affected you?

CDQ6.1A

How do people make sense of other cultures in the world?

CSGQ6.1A

How do we describe our place in the world?

CSGQ6.1B

How do our experiences and communities shape who we are?

CDQ6.1B

How do we understand different people from the world?

CSGQ6.1C

How can we learn about the characteristics of other communities?

CDQ6.1C

How do our actions today affect our relationship with others in the future?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
- SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings
- SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).

Economics (Econ):

- SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.
- SS.Econ4.c.5 Discuss reasons a government taxes people.
- SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.

Geography (Geog):

- SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)
- SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images
- SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world.
- SS.Geog2.c.5 Describe population changes in their state, and country over time.

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
- SS.PS1.b.4-5. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.
- SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.
- SS.PS3.d.5 Provide examples of how different governments solve problems.

Important Terms and Points to Consider

- Spanish-American War (American Imperialism)
 - Gained Philippines, Puerto Rico, Guam
- WI as a “Traitor state”

Supporting Resources to Consider

Lesson Plans:

[American Imperialism Lessons \(4\)](#) from Stanford History Education Group (MS/HS, will need to be altered for 5th grade)

[Annexation of Hawai'i](#)

[Maine Explosion](#)

[Spanish-American War](#)

[Soldiers in the Philippines](#)

A Splendid Little War? from Arlington National Cemetery (Middle School)

[Teacher Materials](#)

[Handouts](#)

[Personal Accounts and Historical Commentaries](#)

[Political Cartoons and Photos](#) (PPT will download from this link)

[Family History: History Detectives](#) from PBS Learning Media

[World War I: What Are We Fighting For Over There?](#) From the Library of Congress

Suggested Additional Texts:

The Story of World War One by Richard Brassey

War Is Over by David Almond

[Historical Opinions of the Spanish-American War](#) from Arlington National Cemetery

[Multiple primary sources](#) and other activities from National Archives for WW1

[Classroom activities](#) with reading primary sources and analyzing propaganda from DPLA for Spanish American War

Topic 8: Prohibition and Women's Suffrage

Potential Essential Questions

- How does diversity impact society? (BH)
- How do scarcity and competition influence decision-making? (Econ)
- What is the relationship between decision-making and economic outcomes? (Econ)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- How do economics, politics, culture, and behavior influence perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present? (Hist)
- What influences perspective and interpretation of history? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- How do governments develop and evolve over time? (PS)
- How do different political and economic systems affect civic life? (PS)
- How and why are governments created, structured, maintained, and changed? (PS)
- What knowledge and skills are needed to participate effectively in our political system? (PS)

Focusing Questions for Topic

- How did Prohibition come about? (Hist)
- How did Prohibition affect Wisconsin? (Hist)
- What is the process to add an amendment to the Constitution? (PS)
- Why is it important to know that Prohibition occurred? (Hist)
- What were some unintended costs and benefits to Prohibition? (Econ)
- How did Prohibition lead to changes in the economy in Wisconsin? In the United States? (Econ)
- What happens to the price of something when it becomes harder to find? (Econ)
- How does Prohibition still affect us today? (Hist)
- What are some of the ways that women fought for the right to vote? (Hist)
- What is justice? (PS)
- What is equality? (PS)
- Who are some important people during the time of women's suffrage, and how did they advance civil rights? (PS)
- What misunderstandings were occurring to make some people think women shouldn't vote? (BH)

- How did people organize to try to impact their community? (what types of things did they do?) (PS)
- How did the law change to allow women the right to vote? (PS)
- Why do people want to participate in elections? (PS)
- What are your own rights and responsibilities in our state and country? (PS)
- What are three different ways the state or federal government can solve a problem? (ex: think back to the last few topics - law, executive order, amendment, etc) (PS)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2A

Why and how do people take action in order to solve problems that affect them and others?

HSGQ1.2A

What have people done when they thought something was wrong in their community? in their state? in the United States?

HSGQ1.2B

What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?

HSGQ1.2D

What or who are some great exemplars of civic action or constructive dissent in the United States?

HSGQ1.2E

What has tended to motivate people to engage in civic action throughout history?

CDQ1.2A

Why might we want to make changes at local, state, or national levels? How can we promote change in an effective way?

CDQ1.2B

Why might you question decisions that are made for/in your community?

CSGQ1.2D

How can we ensure our and others' opinions are both authentic and informed?

CDQ1.2C

How can we work with others (even those who disagree with us) to help make change in society?

CSGQ1.2A

What does public service and leadership look like locally, in a state, or nationally? (e.g., civil, religious, elected, official, or non-official)

CSGQ1.2B

What forms can civic action take? (e.g., voting, running for office, participating in a social movement or political party, working on community problem solving, researching a problem and using your voice to advocate a solution, using expertise to offer policy guidance)

CSGQ1.2C

What qualities of character, virtues, or values make a good citizen, resident, and/or leader?

HSGQ3.2A

How have definitions of "citizenship" [a "citizen"] changed over time?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HSGQ3.2B

Where, when, and why have people from different parts of the world come to the U.S.? What were the consequences of those migrations, forced and free?

HSGQ3.2F

How do the stories of Indigenous Americans, African Americans, Euro- Americans, Asian Americans, and Latinos and Latinas help us better understand who we are?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

CSGQ3.2A

What do people want (or not want) government to do for us? What principles or values do Americans invoke when debating these issues?

HSGQ4.2D

How have religious beliefs influenced our political and economic ideas, debates, and laws?

HDQ5.2A

How has access to citizenship changed over time in the U.S.?

HDQ5.2B

How have people improved U.S. society over time?

HDQ5.2C

How have [...people living in the United States...] resisted or reacted to the expansion of rights and citizenship claims?

HSGQ5.2G

How did individuals and groups work to expand civil and voting rights in the 19th, 20th, and 21st centuries?

CDQ5.2A

What are the institutional and non-institutional ways that people have made changes to society?

CSGQ5.2A

How can groups and individuals transform the United States?

CSGQ5.2B

How have individuals and groups used agency in the face of oppression (e.g., political, economic, or civil inequality)?

CSGQ5.2C

What are the various strategies and processes (e.g., elections, protests, social movements, litigation, etc.) that people can use to bring about social change?

CSGQ5.2D

What are the roles of education, entrepreneurship, and innovation in bringing change?

CSGQ5.2E

What civic virtues and values are needed for people to make change together?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
- SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings

Economics (Econ):

- SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.
- SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.
- SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.
- SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.
- SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.
- SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
- SS.PS1.b.4-5 Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.
- SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
- SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
- SS.PS3.a.4-5 Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.
- SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.
- SS.PS3.d.5 Provide examples of how different governments solve problems.
- SS.PS4.a.i Compile relevant information to form a political argument and taking other points of view into account.
- SS.PS4.b.5 Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.

Important Terms and Points to Consider

- Prohibition
- Suffrage

Supporting Resources to Consider

Lesson Plans:

[Women's Suffrage Lesson Plan](#) from the Jane Addams Project

[Women's Suffrage: Their Rights and Nothing Less](#) from the Library of Congress

[Dry County](#) from Seaford NY School District

[Using Primary Sources: Wide Open Town from](#) PBS Learning Media

Suggested Additional Texts:

[Miss Paul and the President: The Creative Campaign for Women's Right to Vote](#) by Dean Robbins

[Around America to Win the Vote: Two Suffragists, a Kitten, and 10,000 Miles](#) by Mara Rockliff and Hadley Hooper

[I Could Do That! Esther Morris Gets Women the Vote](#) by Linda Arms White

Suggested Additional Texts:

[Teach a Girl to Lead](#) from Rutgers University's Eagleton Institute of Politics has a variety of materials, discussion questions, and activities for teachers and students.

[The Woman's Suffrage Movement](#) from the Wisconsin Historical Society (primary sources)

[19th Amendment to the Constitution of the United States](#)

Topic 9: Indian Citizenship Act

Potential Essential Questions

- How does diversity impact society? (BH)
- How do the use of geographic tools reflect history, culture, politics, and economics? (Geog)
- How do geography, climate, and resources affect the way people live and work? (Geog)
- How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? (Hist)
- How do economics, politics, culture, and behavior influence perspective and interpretation of history? (Hist)
- How does the past (events, people, and ideas) influence and/or reflect the present?
- What influences perspective and interpretation of history? (Hist)
- Why should we care about the perspectives of multiple people or sides? (Hist)
- How do governments develop and evolve over time? (PS)
- How do different political and economic systems affect civic life? (PS)
- How and why are governments created, structured, maintained, and changed? (PS)

Focusing Questions for Topic

- Why did it take until 1924 for American Indians to gain US citizenship? (Hist)
- Why would someone want to be a US citizen? (PS)
- How can differences between cultures lead to misunderstandings? (BH)
- What is an “Indian Boarding School”? (Hist)
- What were some unintended consequences of Indian Boarding Schools? (Econ)
- What was federal policy towards Native Americans between 1865 and 1924? (PS)
- Where were tribes in Wisconsin located before European contact, in 1924, and today? (Geog)
- What has stayed the same, and what has changed? (Hist)
- What movement do you see in the map of tribal lands in Wisconsin over time? (Geog)
- What caused the Indian Citizenship Act to become law? (Hist)
- What were the effects of the Indian Citizenship Act? (Hist)
- What similarities and differences do you find between the Wisconsin map of tribal lands and a US map of tribal lands? (Hist) (Geog)
- Native Americans have dual citizenship with their Nation and the United States. What does this mean? (PS)

- What does it mean to be a good citizen of our country? (PS)
- How is a local tribal government the same and different from our state government and the national government? (PS)
- Why was the Indian Citizenship Act of 1924 seen as so important that we are ending the year with it? (What is the significance of the act?) (Hist)

EAD Driving (DQ) and Guiding (GQ) Questions

HDQ1.2A

Why and how do people take action in order to solve problems that affect them and others?

HSGQ1.2A

What have people done when they thought something was wrong in their community? in their state? in the United States?

HSGQ1.2B

What have people done when they disagreed with their community members, teammates, or leaders? What are some examples of citizens, residents, or leaders who disagree but who have been able to work together on behalf of the common good?

HSGQ1.2D

What or who are some great exemplars of civic action or constructive dissent in the United States?

HSGQ1.2E

What has tended to motivate people to engage in civic action throughout history?

HDQ1.2B

What kinds of challenges arise when people decide to take action to try to solve problems?

HSGQ1.2C

What have people done from positions of disempowerment to achieve change?

CDQ1.2A

Why might we want to make changes at local, state, or national levels? How can we promote change in an effective way?

CDQ1.2B

Why might you question decisions that are made for/in your community?

CDQ1.2C

How can we work with others (even those who disagree with us) to help make change in society?

CDQ1.2B

Why might you question decisions that are made for/in your community?

CDQ1.2C

How can we work with others (even those who disagree with us) to help make change in society?

CSGQ2.2C

What does "Indigenous" mean? How does it relate to other terms such as "Native American," relevant tribal area names, etc.?

CSGQ2.2D

What obligations does the term "Indigenous" carry, both from and to America's Native peoples?

CSGQ2.2E

How do we define and organize our land in terms of political and economic structures?

HDQ3.2A

How has the U.S. population changed over time? How have push-pull factors changed the U.S. population over time?

HSGQ3.2A

How have definitions of "citizenship" [a "citizen"] changed over time?

HSGQ3.2E

How have ideas about political, religious, and economic liberty and about race affected the shape of those migrations over time?

HDQ3.2B

How have different groups (e.g., religion, race, ethnicity) shaped our society?

HSGQ3.2F

How do the stories of Indigenous Americans, African Americans, Euro- Americans, Asian Americans, and Latinos and Latinas help us better understand who we are?

HDQ3.2C

How do we engage with hard histories (e.g., enslavement, genocide, terrorism)?

CDQ3.2A

What does it mean to be "a people"?

CSGQ3.2E

The nation's motto is E Pluribus Unum. How can we be one people when we are also citizens, members, or residents of towns, cities, states, and tribal nations?

CDQ3.2B

Why do societies have governments?

CSGQ3.2C

What makes a good government? for citizens? for residents?

CDQ3.2C

How are people involved in different kinds/levels/parts of government?

CSGQ3.2A

What do people want (or not want) government to do for us? What principles or values do Americans invoke when debating these issues?

HSGQ4.2D

How have religious beliefs influenced our political and economic ideas, debates, and laws?

CSGQ4.2A

Why are the concepts of representation, majority vote/minority rule, and rule of law important for a democracy?

CSGQ4.2C

How does the Constitution protect people's rights?

CSGQ4.2D

How can a document inherited from the founders be a document for all citizens and non-citizens? How does the U.S. Constitution include all races, gender identities, and marginalized groups?

HDQ5.2A

How has access to citizenship changed over time in the U.S.?

HDQ5.2B

How have people improved U.S. society over time?

HDQ5.2C

How have [...people living in the United States...] resisted or reacted to the expansion of rights and citizenship claims?

HSGQ5.2A

How have Native Americans fought to defend tribal sovereignty and to gain civil rights in the United States?

CDQ5.2A

What are the institutional and non-institutional ways that people have made changes to society?

CSGQ5.2A

How can groups and individuals transform the United States?

CSGQ5.2B

How have individuals and groups used agency in the face of oppression (e.g., political, economic, or civil inequality)?

CSGQ5.2C

What are the various strategies and processes (e.g., elections, protests, social movements, litigation, etc.) that people can use to bring about social change?

CSGQ5.2D

What are the roles of education, entrepreneurship, and innovation in bringing change?

CSGQ5.2E

What civic virtues and values are needed for people to make change together?

HDQ7.2A

How do we evaluate and reflect on the actions of people in the past?

HSGQ7.2A

What does it mean when people say that aspects of our nation's past were better than the present, or that our current moment has greatly progressed from times past?

HSGQ7.2B

How can we learn to evaluate claims made about the past?

HSGQ7.2C

What kinds of evidence are necessary to sustain historical claims?

HDQ7.2B

How do we acknowledge failures and accomplishments of people and leaders while respecting their humanity?

HSGQ7.2D

Why is it important to learn about the successes and failures of different kinds of leaders (e.g., diverse, lesser-known, and under-represented)?

HSGQ7.2E

What can we learn from historical leaders even when we disagree with their actions and values?

Social Studies Standards & Indicators

Behavioral Sciences (BH):

- SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
- SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings

Geography (Geog):

- SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)
- SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images
- SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.
- SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world.
- SS.Geog2.c.5 Describe population changes in their state, and country over time.

History (Hist):

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event.
- SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.
- SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source.
- SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source.
- SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source.
- SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.

Political Science (PS):

- SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
- SS.PS1.b.4-5 Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.
- SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
- SS.PS2.b.5 Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).
- SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.

- SS.PS3.a.4-5 Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.
- SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.
- SS.PS3.d.5 Provide examples of how different governments solve problems.

Important Terms and Points to Consider

- Indian Citizenship Act of 1924

Supporting Resources to Consider

Lesson Plans:

[The Indian Citizenship Act and the Meaning of American Citizenship](#) by Westley Green through National History Day *Note that this is a high school lesson plan that will need to be adapted for an elementary classroom

Suggested Additional Texts:

[United States Citizenship for Native American Primary Source Set](#) from the Library of Congress

[Indian Citizenship Act](#) from DocsTeach at the National Archives

[Indian Citizenship Act of 1924](#) from the Immigration and Ethnic History Society at the University of Texas at Austin Department of History

[Indian Citizenship Act](#) information and resources from the Library of Congress

References

Resources

- [*Guardians of Democracy: The Civic Mission of Schools*](#); Carnegie Corporation of New York, 2011 (“Civics Proven Practices”)
- [*The Republic is \(Still\) at Risk: And Civics is Part of the Solution*](#); Levine & Kawashima-Ginsberg, 2017 (“Civics Proven Practices Updates”)
- [*EAD Pedagogy Companion to the Roadmap: Educating for American Democracy, 2021*](#)
- [*Wisconsin Standards for Social Studies*](#); Wisconsin Department of Public Instruction, 2018

Educating for American Democracy. 2022. “Pedagogy Companion to the Roadmap to Educating for American Democracy.” Accessed October 1, 2023.

<https://www.educatingforamericandemocracy.org/wp-content/uploads/2021/02/Pedagogy-Companion-to-the-EAD-Roadmap.pdf>

Education Commission of the States. 2014. “Guidebook: Six Proven Practices for Effective Civic Learning.” Accessed October 1, 2023.

<http://www.ecs.org/clearinghouse/01/10/48/11048.pdf>

Wisconsin Department of Public Instruction. 2018. “Wisconsin Standards for Social Studies.” Accessed October 1, 2023.

https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/2018_WI_Social_Studies_Standards.pdf